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ABSTRACT

This self-paced, individualized manual provides guidance in evaluating the quality of adult education programs. The manual contains state-adopted indicators of program quality for Florida. Each of the indicators requires from 1 to 1-1/2 hours of review; a sample checklist or evaluation sheet is provided at the end of each indicator to allow for self-assessment. The manual includes a quality indicator workbook that identifies each of the quality indicators along with the prescribed "measured by" indices. Each quality indicator section includes the following components: (1) focus area (educational gains, educational outcomes, retention, recruitment, program orientation, program planning and evaluation, curriculum and instruction, support services, staff development, and technology integration); (2) indicators of quality for each focus area; (3) descriptors (specific guideline statements that provide clarity for educators on how to address and attain compliance); (4) modules (information on why to measure the descriptor, how to determine where a program stands in this area, and how a program can improve in this area); and (5) resources (included at the end of each module and in a separate more in-depth bibliography). In addition to the quality indicator workbook for the general adult education population, the manual contains quality indicator workbooks for adult secondary, adults with disabilities, English as a second language, General Educational Development Test preparation, vocational preparation, and Volunteers in Literacy programs. (KC)

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ED 430 107

*E*ducational *Qu*ality *I*ndicator *P*rogram *(EQuIP)*

An Adult and Community Educator Training Manual for Administrators, Teachers and Volunteers

Developed with funds secured by an Adult Education Section 353 Grant, in cooperation with the Florida Division of Workforce Development

Last Revised September, 1998

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Educational Quality Indicator Program
(EQuIP)

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Adult Secondary
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ESOL
GED
Vocational Prep
Volunteers in Literacy

Educational Quality Indicator Program (EQuIP)

Introduction

The National Literacy Act of 1991 amended the Adult Education Act, Public Law 100-297, and required that a program plan, based on state adopted indicators of program quality, be addressed in order for states to revive federal assistance funds. Through a collaborative effort between the Department of Education and a task force of practitioners, quality indicators were adopted to measure the quality of Florida's Adult Education programs. The Educational Quality Indicator Program (EQuIP) represents one element of Florida's commitment to strive to fulfill the educational needs of its adult citizens. The Indicator's of Program Quality are now addressed in the RFP for all adult education federal grant funds. The funding source for the development of the EQuIP Manual and the accompanying Resource Guide came from Section 353 money.

What is the EQuIP Manual?

The EQuIP Manual is a self-paced, individualized program that provides guidance in evaluating the quality of adult education programs. The manual contains state-adopted quality indicators of program quality. Each of the indicators require anywhere from one to one and a half hours of review in order to get an idea of the overall purpose, design and effectiveness. A sample checklist or evaluation sheet is provided at the end of each indicator to allow for self-assessment

How can I use the EQuIP Manual?

This manual is designed so teachers/administrators can disseminate specific indicators and their accompanying resources individually. This manual is designed specifically so users can pick and choose those indicators that may need immediate attention. In other words, it is not necessary to proceed through the manual sequentially. The authors suggest that, if time allows, use the manual as a series of workshops to be given one, two or three indicators at a time.

Other uses of the EQuIP Manual are:

- ✓ Prepare for program review
- ✓ Assist in writing for Section 353 grants
- ✓ Strategic Planning
- ✓ Staff Development

Manual Layout

The EQuIP Manual is laid out in the following format:

Quality Indicator Workbook: This workbook was initially designed for use in staff development and training workshops. The workbook identifies each of the quality indicators along with the prescribed "measured by" indices. Space is provided for individual programs to document other methods of measuring.

It is recommended to use the workbook as an overall pre-assessment tool. Identify areas of strength and weakness. Program administrators can complete a brief assessment of their program using the workbook and then use the remainder of the manual to focus on only those areas that need immediate attention.

Quality Indicator Manual: Each Quality Indicator section includes the following components:

- ✓ **Focus Area:** An area of focus identified by the Department of Education that identifies quality in Adult Education programs. There are currently ten focus areas:

    1. Educational Gains
    2. Educational Outcomes
    3. Retention
    4. Recruitment
    5. Program Orientation
    6. Program Planning and Evaluation
    7. Curriculum and Instruction

8. Support Services
9. Staff Development
10. Technology Integration*

* Indicator 10 is currently being developed as of the date of this current revision.

- ✓ **Indicators:** The adopted definition of quality for that particular focus area. There is currently one indicator for each focus area:

- ✓ **Descriptors:** Descriptors are specific guideline statements that provide clarity for educators on how to address and attain compliance. They further define the indicator in more tangible terms.

- ✓ **Modules:** The modules in each section are the "meat" of the manual and outline ways in which programs may measure quality performance. Each module asks two questions:

    1. Why do I need to measure this descriptor?
    2. How can I determine where my program stands in this area?
       How can I improve in this area?

- ✓ **Resources:** Many indicators include references to additional resources at the end of each module. These resources are included in the Resource Guide and include more in-depth instruction that may assist in improving your program.

  Resources are identified by **this symbol.**

***Resource Guide*:** The Resource Guide contains the supplemental materials referenced in the Quality Indicator Manual.

Special Populations Workbooks: These workbooks were designed under the direction of their respective Task Force Committees and contain revisions to the indicators that are relevant for their specific populations.

Indicators of Program Quality
Workbook

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Indicator One: Educational Gains

Learners demonstrate progress attainment of basic skills and competencies that support their educational needs.

1.1 Number of students demonstrating gains on standardized tests.

Measured by: Standardized tests

Resources to consider: _____ _____
_____ _____

1.2 Number of students progressing in the program as reported by teachers.

Measured by: ✓ Achievement targets
✓ Methods of teacher assessment

Resources to consider: _____ _____
_____ _____

1.3 Number of students progressing in the program as determined by student portfolios.

Measured by: ✓ student portfolios

Resources to consider: _____ _____
_____ _____

1.4 Number of students progressing in the program as determined by student self-reports.

Measured by: ✓ Student self-reports

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement: (circle all that apply)
(date) 1.1 1.2 1.3 1.4

Signed: _____

Indicator Two: Educational Outcomes

Learners advance in the instructional program or complete program education requirements that allow them to continue their education or training.

2.1 Number of students advancing to a higher level of skills or competency in the program.

Measured by: ✓ Student advancement in skills and competencies

Resources to consider: _____ _____
_____ _____

2.2 Number of students leaving this program and transitioned to other education and training programs which require higher level of skills or competency.

Measured by: ✓ Students' entrance into other education training programs

Resources to consider: _____ _____
_____ _____

2.3 Number of students attaining a GED or high school diploma.

Measured by: ✓ High School Diploma or GED attainment

Resources to consider: _____ _____
_____ _____

2.4 Pre and Post status while in an after exiting from the program

Measured by: ✓ Pre and Post status in and after exiting the program

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement: (circle all that apply)
(date) 2.1 2.2 2.3 2.4

Signed: _____

Indicator Three: Retention

Learners remain in the program long enough to meet their immediate educational & employment goals and re-enter and exit as their goals change.

3.1 Number of students who remain in the program and attain immediate goals.

Measured by:
- ✓ Records indicating the number of students who remain in the program and attain immediate educational goals.
- ✓ Documentation determining the number of students who remain in the program for reasons unrelated to achievement of educational goals.

Resources to consider: _____ _____
_____ _____

3.2 Number of students who re-enter the program within a specified period of time.

Measured by:
- ✓ Records and tools showing student re-entrance into the Adult Education program
- ✓ Student tracking in Adult Education programs

Resources to consider: _____ _____
_____ _____

3.3. Number of percent of students leaving the program for reasons unrelated to immediate adult education needs.

Measured by:
- ✓ Attrition in Florida's Adult Education Programs

Assessed: _____ (date) Areas in need of improvement: (circle all that apply) 3.1 3.2 3.3

Signed: _____

Indicator Four: Recruitment

Program successfully recruits the population in the community as identified by needs assessment.

4.1 Number of target population enrolled compared to local demographics.

Measured by:
- ✓ Target population groups in Adult Education Programs in Florida
- ✓ Local demographic comparison of counties in the State of Florida

Resources to consider: _____ _____
_____ _____

4.2 Number and percent of students enrolled with specific characteristics compared with the population with these characteristics in need of instruction in the service area.

Measured by: ✓ Florida Adult Education Statistical and Demographic Sources

Resources to consider: _____ _____
_____ _____

4.4 Nature of agreements with public schools, libraries, governmental agencies, and volunteers for the identification of adults in need of adult education services.

Measured by: ✓ Collaborative recruitment efforts in Adult Education

Resources to consider: _____ _____
_____ _____

Assessed: _____ (date) Areas in need of improvement: (circle all that apply) 4.1 4.2 4.3 4.4

Signed: _____

Indicator Five: Program Orientation

Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life.

5.1 References to adult education purposes in Strategic Plan.

Measured by:
- ✓ Established Mission Statement
- ✓ Documentation reflecting value, mission, vision and action statements

Resources to consider: _____ _____
_____ _____

5.2 Existence of documents, policies, and procedures that guide the operation of the adult education program.

Measured by: ✓ Competency-Based Adult Education

Resources to consider: _____ _____
_____ _____

5.3 Scope of services provided to the adult population by the program site and/or other sites in the community.

Measured by: ✓ Scope of services in Adult Education

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement: (circle all that apply)
(date) 5.1 5.2 5.3

Signed: _____

Indicator Six: Program Planning and Evaluation

Program has a planning process that is on-going and participatory, guided by evaluation and based on a written plan that considers community demographics, needed resources, economic trends, technological trends, and local labor market conditions.

6.1 Types and scope of program plans.

Measured by: ✓ The Learning Community Framework

Resources to consider: _____ _____
_____ _____

6.2 Program evaluation activities

Measured by: ✓ Program Evaluation

Resources to consider: _____ _____
_____ _____

6.3 Procedures for student follow-up.

Measured by: ✓ Student follow-up

Resources to consider: _____ _____
_____ _____

6.4 Student involvement in program planning and evaluation.

Measured by: ✓ Student inclusion in program planning and evaluation

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement: (circle all that apply)
(date) 6.1 6.2 6.3 6.4

Signed: _____

Indicator Seven: Curriculum and Instruction

Program has curriculum and instruction geared to individual student needs, goals, and learning styles.

7.1 Use of student needs assessment information in guiding the instructional process.

Measured by: ✓ Student needs assessment

Resources to consider: _____ _____
_____ _____

7.2 Existence of student goal-setting process linked to decisions on instructional materials, approaches, and strategies.

Measured by: ✓ Student goal-setting

Resources to consider: _____ _____
_____ _____

7.3 Instructional strategies used and relationship to prevalent learning styles.

Measured by: ✓ Learning environment
✓ Learning styles

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement: (circle all that apply)
(date) 7.1 7.2 7.3

Signed: _____

Indicator Eight: Support Services

Program identifies students' needs for support services and makes services available to students directly or through referral to other educational and/or service agencies.

8.1 Procedures used to identify and provide student support service needs.

Measured by: ✓ Meeting students' needs through support services

Resources to consider: _____ _____
_____ _____

8.2 Agreements or linkages between the program and support services to provide education, social, health, and employment referrals.

Measured by: ✓ Agency linkages in Adult Education

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement: (circle all that apply)
(date) 8.1 8.2

Signed: _____

Indicator Nine: Staff Development

Program has an on-going staff development process that considers the specific needs of its faculty and staff, offers training in the skills necessary to provide quality instruction and includes opportunities for proactive and systematic follow-up.

9.1 Process for identifying staff development needs.

Measured by: ✓ Needs assessment

Resources to consider: _____ _____
_____ _____

9.2 Pre-service orientation and in-service staff development opportunities

Measured by: ✓ Experiential-based staff development
✓ Transactional methods for staff development

Resources to consider: _____ _____
_____ _____

9.3 Number of staff involved in staff development activities.

Measured by: ✓ Degree of staff involvement in staff development
✓ Full-time, part-time and volunteer staff members

Resources to consider: _____ _____
_____ _____

9.4 Staff performance appraisal activities.

Measured by: ✓ Staff performance evaluations

Resources to consider: _____ _____
_____ _____

9.5 Orientation activities for new members

Measured by: ✓ Orientation of new staff members

Resources to consider: _____ _____
_____ _____

9.6 Staff perspectives on staff development activities

Measured by: ✓ Workshop evaluations

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement: (circle all that apply)
(date) 9.1 9.2 9.3 9.4 9.5 9.6

Signed: _____

Indicator Ten: Technology Integration

Program successfully integrates technology as demonstrated by state-of-the-art classroom learning experiences, staff development opportunities, and enhanced administrative functions.

*This indicator is still under development. This information is provided as an introduction to assist your program in integrating technology.

10.1 Program reflects an optimum learning environment for all learners.

Measured by:
- ✓ Classroom equipment and software is adequate for today and tomorrow's needs.
- ✓ Library and media rooms are equipped for multiple intelligences.
- ✓ Teaching labs are setup for specialized disciplines.
- ✓ Program is technologically current.

Resources to consider:

- Number of workstations and/or laptops available.
- Computers equipped with modems &/or Ethernet capability.
- Upgrade checklist present for each workstation, laptop and software.
- Teleconferencing phone-set-up for distance learning.
- Internet accesses within classrooms, library and administrative spaces.
- Presence of video and audio equipment.
- Audio and video are available on checkout basis or through computer-access.
- Mathematical and scientific measuring devices are available.
- Computer workstations with Internet access available for use.
- Computer workstations contain up-to-date hardware and software.
- Digitized video and camera equipment available.
- A computer workroom available for creating slides, editing video, dubbing tapes, etc.
- Presence of multimedia labs, equipped with video and audio equipment, CD-ROM players and recorders, scanners, software (including word-processing, spreadsheet, presentation, database, web authoring, etc.)
- Presence of teaching station for instructor.
- Existence of technology plan linked to decisions on acquiring instructional materials, hardware & software.
- On-site technician maintains servers.
- On-going inventory of supplies, materials and other equipment or infrastructure.
- Wiring, hubs and routers are maintained on a systematic checklist.
- Site licenses are documented and maintained.

10.2 Program enhances use of technology by all learners.

Measured by:

- ✓ Learner demonstrates increased acquisition of technology competencies.
- ✓ Curriculum has integrated technology to address students' needs and learning objectives.

Resources to consider:

- Number of students involved in scheduled labs.
- Growth by students on self-check competency lists for working knowledge of computers, database management, word proc3essinf, etc.
- Number of student created web pages.
- Presence of electronic student portfolios which demonstrates: mastery in various software suites; use of electronic cameras, musical instruments, computer-aided design equipment, authoring tools; research via distance learning & email.
- School improvement plan shows objectives of integration of technology across curriculum frameworks.
- Increased scores on standardized tests using technology as means of instruction.
- Number of student-created web pages.
- Number of student-created presentations using computers or videos.
- Teacher use of a wide range of instructional technologies, such as CD-ROM, interactive video and electronic libraries to enhance the subject matter.
- Evidence of appropriate use of technology for constructing assessment exercises, prepare programmed instruction, use word processing, etc.

10.3 Program enhances the use of technology by all staff.

Measured by:

- ✓ Use of technology as a support service for the administrative functions of the agency.
- ✓ Staff (including administrative) demonstrates increased acquisition of technology competencies.
- ✓ Existence of staff development training for technology.
- ✓ Existence of funding for staff development technology training.
- ✓ Use of technology for administrative issues such as student tracking, program planning, staff allocation and fiscal management.

Resources to consider

- Use of electronic mail.
- Evidence of collaboration with parents or peers on-line in assisting or conferencing regarding students.
- Use of appropriate software for student tracking, program planning correspondence, and collaboration.
- Number of staff involved in scheduled workshops or in-service opportunities related to technology.
- Growth by staff on self-check competency lists for working knowledge of computers, database management, word-processing, email, etc.
- Development of short and long term personal and professional goals relating to technology integration.
- Number of teachers involved in scheduled workshops or in-service opportunities related to technology.
- Growth by teachers on self-check competency lists for working knowledge of computers, database management, word-processing, etc.
- Number of teacher-created web pages.
- Number of lesson plans using technology
- Use of electronic mail
- Evidence of collaboration with parents on-line in assisting or conferencing regarding students.
- Creation of on-line teacher-created learning projects, journals or distance learning courses, etc.
- Number of staff-created multimedia portfolios.
- Percentage of budget reserved for technology staff development.
- Amount of release time allotted for staff development technology training.
- Presence of student tracking system.
- Maintenance of operational budget using spreadsheet software.
- Use of email for planning, scheduling and communication.
- Attendance at in-service and/or professional workshops.
- Use of email and/or listservs for collaborative planning and scheduling of activities with the business community, grant agencies and peers.
- Use of Internet for retrieving information regarding grant procurement, statistical information, program planning, future projections and trends analysis.

OUTCOMES

Focus Area 1: Educational Gains

Indicator One: Learners demonstrate progress toward attainment of basic skills and competencies that support their educational needs.

Overview

Accountability issues are a critical concern in educational fields today. An on-going process to regularly assess student progress is necessary. Assessment needs to be both teacher and student initiated. Numerous assessment tools are available to authentically determine student gains in education. These include assessment using portfolios, learning contracts, peer-group discussions, interviews, and journal writing. The modules in this section address these types of authentic assessment, as well as additional ones.

Florida Educational Quality Indicator Program (EQuIP)

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OUTCOMES

Focus Area 1: Educational Gains

Indicator One: **Learners demonstrate progress toward attainment of basic skills and competencies that support their educational needs.**

Descriptor 1.1 **Number and percent of students *demonstrating gains* on standardized tests.**

Measured by:

✓ **Standardized tests**

Module 1: **Standardized Tests**

Why? Standardized tests are a major part of measuring student gains over a period of time.

How? 1. Compare students test scores on pre and post tests. Identify gains and document them annually.

2. Standardized Tests may be used to measure change in student performance over a period of time. Pre and post-testing (using two forms of the same test) are often utilized to show academic gains. All students are tested upon entry into the program. However, because Adult Education has an open-entry, open-exit policy, determination of post-testing time vary.

The most recent version of the following tests, English versions only, is approved to be used for placement of a student enrolled in the adult general education program. Modifications may be made to accommodate adult students with disabilities (Please see the accompanying "Special Population's Section").

Module 1: Standardized Tests, cont.

Approved Standardized Adult Education Tests (revised 2/98)

- **AMES** (Adult Measure of Essential Skills)
- **TABE** (Test of Adult Basic Education) Complete Battery or Survey Form
- **TABE** (Work related)
- **WBST** (Wonderlic Basic Skills Test)
- **The Computerized Placement Test (CPT) ***
- **Multiple Assessment Placement Service (MAPS)***

* for use by Community Colleges only)

If the above testing instruments do not meet the assessment needs of the adult student, one of the following alternative assessments may be used:

- Adult Language Assessment Scales (A-LAS)
- Brigance Employability Skills
- Brigance Life Skills
- CTAB
- Comprehensive Adult Student Assessment System (CASAS)
- Comprehensive Adult Student Assessment System – STRETCH (CASAS)
- Comprehensive Adult Student Assessment System (CASAS) Test for Special Populations
- Kaufman Functional Academic Skills Test (K-FAST)
- Literacy Volunteers of America (LVA) English as a Second Language Oral Assessment (ESLOA)

The Department of Education may approve additional assessment instruments as necessary.

Authentic student assessment entails more than a percentile ranking, a grade-level placement, or a stanine from a standardized test. Student assessment must be on-going and include the following goals:

- ✓ assist placing students in appropriate educational programs
- ✓ assist students in identifying both objective and subjective needs
- ✓ provide an on-going system to monitor students' progress
- ✓ certify competency and goal attainment

Module 1: Standardized Tests, cont.

To meet the multi-faceted needs of adult learners, assessment must be more than just formal standardized tests. Student assessment must be more comprehensive, including assessments that allow learners to demonstrate skills, using such evidence as writing samples, portfolios, and work samples. Paper-pencil tests, as well as other assessment tools, need to be incorporated. These include performance tests, computer simulations, teacher observation rating scales, and behavioral checklists.

Resources for Module 1:

#1-1:TABE Info
#1-3: Computer-Assisted Test Info
#1-4: List - Adult Education Tests
#1-18 : Test Wiseness
#1-5: Focusing Exercise
#1-15: CASAS
#1-19: Types of Standardized Tests

OUTCOMES

Focus Area: 1: Educational Gains

Indicator One: **Learners demonstrate progress attainment of basic skills and competencies that support their educational needs.**

Descriptor 1.2 **Number and percent of students progressing in the program as *reported by teachers.***

Measured by:

- ✓ Achievement Targets
- ✓ Methods of Teacher Assessment
- ✓ Objective/Subjective Assessments

Module 1: **Achievement Targets Why? What? and How?**

Why? Achievement targets can also report student progress.

How? 1. Meet with teachers to determine how achievement targets are being met in the classroom.

2. Identify *the five categories of achievement targets:*

(1) KNOWLEDGE - learning subject matter and facts;

(2) CRITICAL THINKING SKILLS - using knowledge learned to make inferences and to problem-solve;

(3) BEHAVIORS - exhibiting behaviors related to skills achieved, such as presenting a speech;

Module 1: Achievement Targets, cont.

(4) PRODUCTS - creating products with guidelines that demonstrate achievement, such as writing a research report; and

(5) CORE VALUES - developing self-knowledge and critical awareness that fosters positive academic self-concepts, values, and attitudes.

Identify *that students seek to progress in all five areas, not just in learning subject matter and facts!* (Provide activities to promote achievement in all five areas.)

Resources for Module 1:
#1-6: Achievement Target Examples

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OUTCOMES
FOCUS AREA 1
Educational Gains

Descriptor 1.2: Learners demonstrate progress attainment of basic skills and competencies that support their educational goals.

Module 2: **Methods of Teacher Assessment**

Why? To report student progress as evidenced by the teacher's evaluation of students.

How? 1. Determine and document the various assessment instruments that teachers use in measuring student gains.

2. **Identify** the three assessment tools used to measure achievement targets.

- ***paper-pencil instruments*** (tests, essays)
- ***performance instruments*** (anecdotal records of teacher observation of student performance)
- ***personal communications*** (interviews and conferences)

Include all three methods of student progress assessment in the students' portfolio as documentation. In addition to the previously mentioned means of assessment, students may also be measured objectively and subjectively.

Module 2: Methods of Teacher Assessment, cont.

Objective evaluation is based on only right or wrong responses. Examples of objective assessment include:

- multiple-choice
- true-false
- checklists
- oral exams (when scored as either correct or incorrect)

Subjective evaluation allows the teacher's professional judgment to play a vital part. Examples of subjective assessment include:

- essays
- open-ended questions
- anecdotal records of the teacher's observations
- interviews
- conferences and discussions with students

☺ **Remember:** Both objective and subjective evaluations of student progress are important! Realize that some target goals match with particular evaluation methods better than others. For example, knowledge-based achievement often is best evaluated with objective, paper-pencil tests. Affective and behavioral development may be best evaluated with subjective options.

Resources for Module 2:

#1-7: Anecdotal Record Form

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OUTCOMES

Focus Area 1: Educational Gains

Indicator One: **Learners demonstrate progress attainment of basic skills and competencies that support their educational needs.**

Descriptor 1.3 **Number and percent of students progressing in the program as *determined by reviews of student portfolios.***

Measured by:

- ✓ Student portfolios

Module 1: Student Portfolios

Why? Portfolios are a feasible tool for evaluating student progress

How? 1. Document examples of student portfolios.

2. Portfolios are a compilation of a student's work over an extended period of time. Often, the work is stored in file folders for each student. However, other arrangements are possible, including computer disk. Hopefully, the portfolio is a broad and accurate collection of both objective and subjective assessments. Also, all three methods of evaluation (paper-pencil, performance, and personal teacher-student communications) are represented in the student portfolio.

Student portfolios have certain characteristics. Identify and use the following guidelines to develop portfolios with students.

- Have both student and teacher decide which samples of work to include in the collection.
- Collect student works that both teacher and student see as valuable.

Module 1: Student Portfolios, cont.

- Determine specific guidelines for selection.
- Identify with the students the scoring/grading techniques to be employed.
- Seek evidence of student self-esteem.

Each student may have both personal and academic goals. Students come to adult education for a number of reasons. Some students may want to achieve personal goals such as improving their reading ability or learning to speak English so that they may more effectively communicate in society. Other students may want to achieve academic goals so that additional goals may be set/met such as obtaining a high school diploma enabling them to enroll in a college program in hopes of eventually receiving a college degree.

Interview your students individually to determine their personal interests, career goals, and academic concerns. Include these in the student's portfolio.

Resources for Module 1:

#1-8: Example of Student Portfolio

#1-9: Lesson on-Portfolios

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OUTCOMES

Focus Area 1: Educational Gains

Indicator One: **Learners demonstrate progress attainment of basic skills and competencies that support their educational needs.**

Descriptor 1.4 **Number and percent of students progressing in the program as *determined by student self-reports.***

Measured by:

- ✓ Student self-reports

Module 1: **Student Self-Reports**

Why? Self-reflection relates to discovering what one already understands (a self-awareness) and realizing new and better ways of doing things (change).

How? 1. Document existence of student self-reports in student portfolios.

2. Be aware that the process of self-reflection understands that adult learners are at various stages of readiness for engaging in self-reflection.

To promote the process of self-reflection, provide a conducive learning environment where students can grow in their ability to self-reflect. Students need to learn to identify and evaluate their own resources, abilities, and knowledge.

Module 1: **Student Self-Reports, cont.**

Provide tools for fostering student self-reflection include:

- learning contracts
- peer-learning groups
- journal writing
- case records

Learning contracts are agreements between a teacher and a student of tasks to be completed by the student within a specified time.

Peer-learning groups consist of small groups of students working together to achieve both common and individual goals.

Journal writing involves the student keeping a diary of personal experience, work, etc., which the teacher often sees and responds to at specific time intervals.

Case records are writing activities to promote conflict resolution.

Resources for Module 1:

#1-10: Tutorial on Learning Contracts
#1-11: Example of a Learning Contract
#1-12: Tutorial on Peer-Learning Groups
#1-13: Tutorial/Example on Journal Writing
#1-14: Tutorial/Example on Case Records

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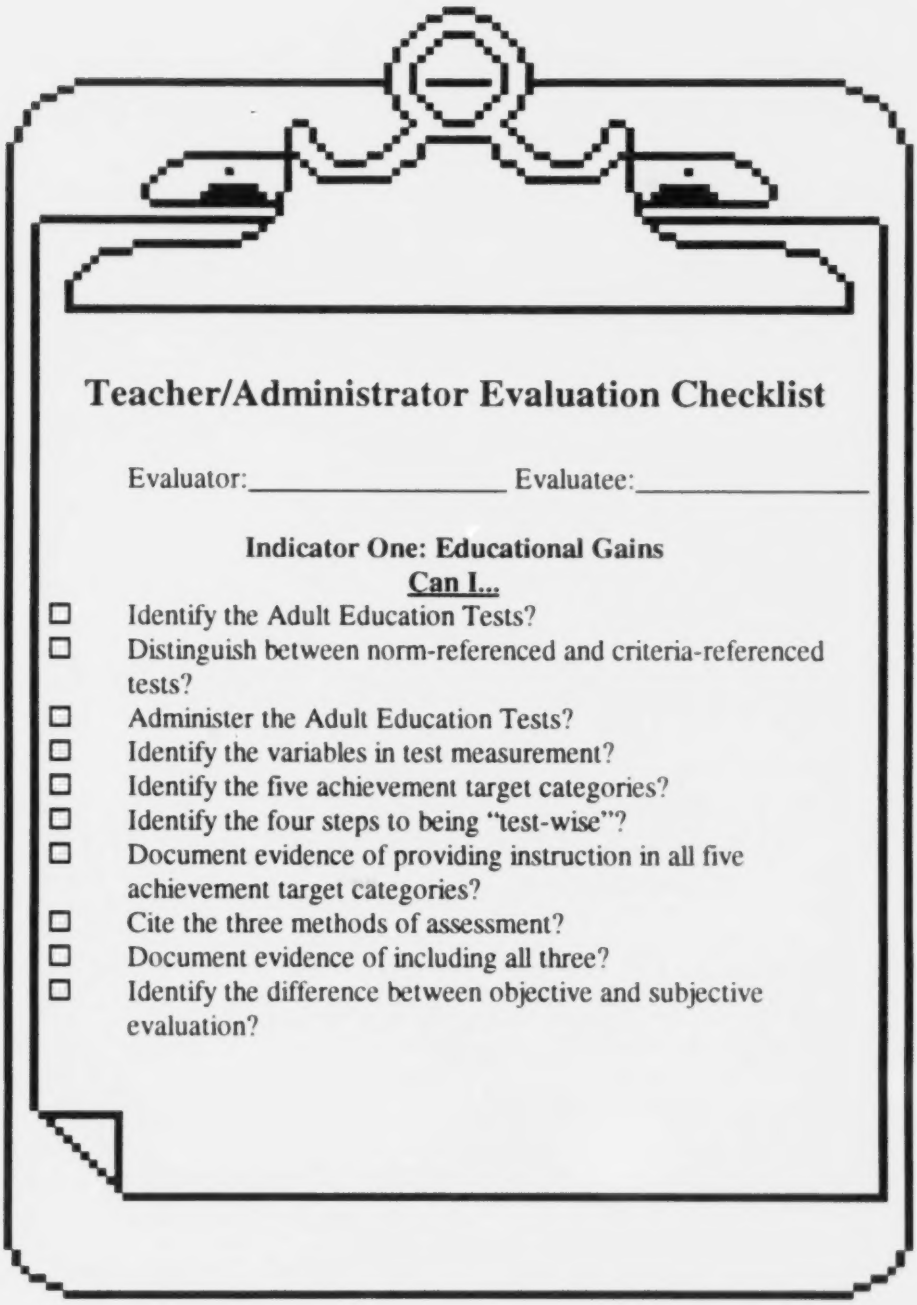


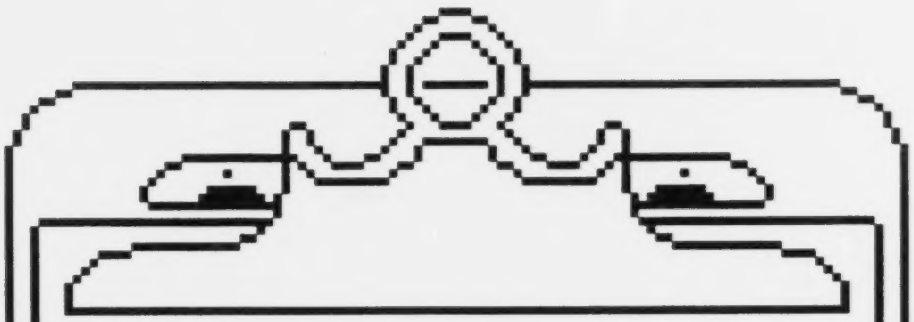
Teacher/Administrator Evaluation Checklist

Evaluator:_____ Evaluatee:_____

Indicator One: Educational Gains

Can I...

- ☐ Identify the Adult Education Tests?
- ☐ Distinguish between norm-referenced and criteria-referenced tests?
- ☐ Administer the Adult Education Tests?
- ☐ Identify the variables in test measurement?
- ☐ Identify the five achievement target categories?
- ☐ Identify the four steps to being "test-wise"?
- ☐ Document evidence of providing instruction in all five achievement target categories?
- ☐ Cite the three methods of assessment?
- ☐ Document evidence of including all three?
- ☐ Identify the difference between objective and subjective evaluation?



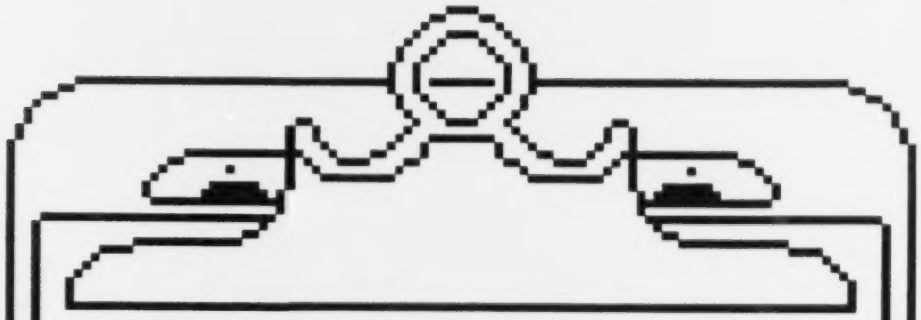
Teacher/Administrator Evaluation Checklist

Evaluator:_____ Evaluatee:_____

Indicator One: Educational Gains

Can I...

- ☐ Document evidence for each student of both objective and subjective evaluations of student progress?
- ☐ Explain the meaning of portfolios?
- ☐ Use the guidelines suggested in Module 1 of Descriptor 1.3 to create portfolios?
- ☐ Maintain portfolios for each of my students?
- ☐ Use tools which are conducive to promoting student self-reflection such as learning contracts, peer-learning groups, journal writing, and case records?
- ☐ Maintain portfolios for each student to document evidence of promoting student self-reflection?
- ☐ Engage in self-reflection?
- ☐ Explain the rationale for using both standardized tests and authentic assessment methods?



Teacher/Administrator Evaluation Checklist

Evaluator:_____ Evaluatee:_____

Indicator One: Educational Gains

Can I...

- ☐ Explain the purposes of "on-going" student assessment?
- ☐ Identify the value in a system, such as CASAS, which has the ability to assess, manage, and evaluate learner progress using both standardized and alternative assessment techniques?
- ☐ Provide documentation of personal interviews with each student?
- ☐ Allow time for students to share their personal interests with the class?

OUTCOMES

Focus Area 2: Educational Outcomes

Indicator Two: Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.

Overview

Student advancement in their adult education endeavors is paramount to the mission of adult education programs. With the current emphasis on performance-based funding, adult education programs are making every effort to document learner outcomes. Focus Area 2: Educational Outcomes concentrates on efforts to document program completion. Strategies to diagnose and prescribe the educational needs of students are provided.

Florida Educational Quality Indicator Program (**EQuIP**)

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Focus Area Two: Educational Outcomes

Indicator Two: ***Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.***

Descriptor			Page
2.1	***Number and percent of students advancing to a higher level of skills or competency in the program***		
	Module 1:	Student Advancement in Skills and Competencies	2-3
2.2	***Number and percent of students leaving this program and referred to other education and training programs which require higher levels of skills or competency***		
	Module 1:	Students' Entrance into Other Education Training Programs	2-4
2.3	***Number and percent of students attaining a GED or high school diploma***		
	Module 1:	High School Diploma or GED Attainment	2-6
2.4	***Pre-Post status while in and after exiting from the program***		
	Module 1:	Pre and post status in after exiting the program.	2-7
Teacher/Administrator Evaluation Checklist			2-8

OUTCOMES

Focus Area 2: Educational Outcomes

Indicator Two: Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.

Descriptor 2.1 **Number and percent of students advancing to a *higher level* of skills or *competencies* in the program.**

Measured by:

- ✓ Student advancement in skills and competencies.

Module 1: Student Advancement in Skills and Competencies

Why? To identify the educational progress of students in adult education programs.

How? 1. Identify strategies used to assess student progress in developing skills and attaining competencies. These include:

- test scores
- portfolio assessment
- traditional plans
- appropriate placement (must have documentation)
- retention rates
- progress reports

2. Implement the "Student Intake Form" to assist in proper placement of new enrollees. Employ the "Student Personal Plan Sheet" to appropriately diagnose students and to prescribe for their present and future educational needs. Finally, read focus area **3.0 Retention**, to define effective strategies for supporting persistence by enrollees.

Resources for Module 1:

#2-1: Student Intake form
#2-2: Student Personal Plan sheet
#2-3: Section 353 Abstracts 1995-1996:
Leon County & Florida Community College @ Jacksonville

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OUTCOMES

Focus Area 2: Educational Outcomes

Indicator Two: Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.

Descriptor 2.2 **Number and percent of students *leaving* this program and referred to other education and training programs which require higher level of skills or competency.**

Measured by:

- ✓ Students' entrance into other education training programs.

Module 1: Students' Entrance into Other Education Training Programs.

Why? To document the number and percent of students leaving adult education programs and entering other programs.

How? 1. Identify documents such as exit interviews, student program planning sheets and teacher interviews to determine the number of students leaving the program and referred to other programs requiring higher level of skills.

2. There are a number of methods to determine the above changes. These include:

- graduation
- employment
- entry into post secondary education
- FETPIP data
- New WDIS Data*

* The Practitioner's Task Force Committee on MIS/DATA is currently updating a student tracking system. WDIS (Workforce Development Information System) will be available in late 1998, early 1999.

Module 1: Students' Entrance into Other Education Training Programs, cont.

Until the new system is functional, look to the "***Florida Education and Training Placement Information Program***" (FETPIP). FETPIP is a computer-based data collection resource which can electronically "link" Florida data on specific groups of people.

This "record linkage" is accomplished by "matching" like social security numbers of students found in major data banks to determine follow-up information on these individuals. Such data may include identification of people who have become employed, etc. Results are available for those involved in planning, guiding, and evaluating educational programs. Currently, 75 "applications" have access to FETPIP services, including JTPA, Project Independence, Community Colleges, and Adult Education.

As explained by a number of the FETPIP team, this data collection resource does not follow-up on all adult education students in the State of Florida. Nor do they have pre-post data regarding a student's status in regard to income, employment, etc., while in and after exiting adult education programs.

FETPIP has data on only a sample group of adult education students, as identified by **CNAP (The Center for Needs Assessment and Planning, Learning Systems Institute of the Florida State University)**. Consequently, the following information is from the above-identified source.

To be included in a FETPIP record linkage, a student must have available in the connected data banks, specific, valid individual information, particularly a match of his/her social security number among each data bank used. When such is the case, that student is counted as a "total unique person". Persons lacking specific individual information in the data banks are not included in their annual reports.

Resources for Module 1:

#2-5: Student Tracking

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OUTCOMES

Focus Area 2: Educational Outcomes

Indicator Two: Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.

Descriptor 2.3 **Number and percent of students *attaining a GED or high school diploma.***

Measured by:

✓ High school diploma or GED attainment

Module 1: High School Diploma or GED Attainment

Why? High school diploma and GED attainment are primary objectives to measure student outcomes.

How? 1. Document the number of students who receive their high school diploma or GED. Match this completion data with enrollment numbers to determine percentages.

Other forms of documentation include:

- Pre and posttest scores
- Request for Certificate forms on file
- Mastery of skills documentation

2. Prepare outcome sheets for all students enrolled in adult education programs. Outcome sheets can be part of the student's Personal Goal Sheet.

OUTCOMES

Focus Area 2: Educational Outcomes

Indicator Two: Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.

Descriptor 2.4 ***Pre-post status*** while in and after exiting from the program (e.g., change in income, employment, job status, no AFDC, incarcerated, etc.)

Measured by:

✓ Pre-post status

Module 1: Measuring pre-post status in and after exiting the program

Why? Any changes in income, employment, job status or level of skill mastery reflects outcomes that can be measured.

How? 1. Identify exit interviews, teacher assessments and other forms of follow-up that document changes in status.

2. Conduct follow-up interviews and exit interviews with students to determine their current status in:

- income
- employment
- welfare

Use the support services that are established to track student outcomes.

Teacher/Administrator Evaluation Checklist

Evaluator:_____ Evaluatee:_____

Indicator Two: Educational Outcomes

Can I...

- ☐ Identify methods used to assess student progress?
- ☐ Identify and complete both the Student Intake Form and the Student Personal Plan Sheet to appropriately diagnose student needs?
- ☐ Document methods for determining the number and percent of students leaving the program?
- ☐ Explain how a student can be included in the FETPIP record linkage?
- ☐ Identify and explain the CNAP statistics for Adult Education, GED and Continuing Education students?
- ☐ Assess the number and percent of students attaining a GED or High School Diploma?
- ☐ Compare state trends with my individual county?

OUTCOMES

Focus Area 3: Retention

Indicator Three: Learners remain in the program long enough to meet their immediate educational goals and re-enter and exit as their goals change.

Overview

Student retention has historically been a problematic area in numerous adult education programs. Efforts to remediate this problem have recently escalated. Specific strategies to promote student retention are identified throughout this section, along with student tracking and follow-up suggestions. During the 1997 and 1998 Legislative sessions, legislation was passed in order to streamline Adult Education programs in the State of Florida. Essentially, Adult Education will now take on performance-based funding; consequently, retention, tracking, and gainful employment will be critical to the funding of Adult Education programs.

Florida Educational Quality Indicator Program (EQuIP)

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Focus Area Three: Retention

Indicator Three: ***Learners remain in the program long enough to meet their immediate educational goals and re-enter and exit as their goals change.***

Descriptor **Page**

3.1 ***Number and percent of students who remain in the program and attain immediate goals***

Module 1: Records indicating the number of students who remain in the program and attain immediate educational goals 3-3

Module 2: Documentation determining the number of students who remain in the program for reasons unrelated to achievement of educational goals 3-5

3.2 ***Number and percent of students who re-enter the program within a specified period of time***

Module 1: Records and tools showing student re-entrance into the Adult education program 3-6

Module 2: Student Tracking in Adult Education Programs 3-7

3.3 ***Number and percent of students leaving the program for reasons unrelated to immediate adult education needs***

Module 1: Attrition in Florida's Adult Education Programs 3-8

Teacher/Administrator Evaluation Checklist 3-9

OUTCOMES

Focus Area 3: Retention

Indicator Three: Learners remain in the program long enough to meet their immediate educational goals and re-enter and exit as their goals change.

Descriptor 3.1 **Number and percent of students who *remain* in the program and *attain their immediate* educational goals.**

Measured by:

- ✓ Records indicating the number of students who remain in the program and attain their immediate educational goals.
- ✓ Documentation determining the number of students leaving the program for reasons unrelated to their having achieved their immediate educational goals.

Module 1: Records indicating the number of students who remain in the program and attain their immediate educational goals.

Why? To determine how well your school can retain students so they can achieve their educational goals.

How? 1. Identify records and methods that can show the number and percent of students entering and remaining in your program. These records and methods include:

- ✓ Enrollment/Registration
- ✓ Attendance reports
- ✓ Withdrawal forms
- ✓ Graduations
- ✓ Suspensions and expulsions
- ✓ Comparison of enrollment and dropout numbers.

Module 1: Records indicating the number of students who remain in the program and attain their immediate educational goals, cont.

2. Identify tools for determining whether students remaining in your program are actually attaining their immediate goals. These include:

- ✓ Follow-up Surveys (See Resource Guide 3-4)
- ✓ Adult Education Annual Report (See Focus Area 2, Descriptor 2.3)
- ✓ Student testimonials
- ✓ Entrance and exit interviews
- ✓ Statement of purposes for attending (Personal Goal Sheets)
- ✓ Credit Units earned
- ✓ Published success stories

See Focus Area One for:
- ✓ Student portfolios
- ✓ Student self-reports
- ✓ Teacher assessments
- ✓ Test Scores

See Focus Area Two for:
- ✓ FETPIP data
- ✓ High School Diploma and GED attainment

3. Assess how well your school retains students. Compare your institution with other programs. See the Resource Guide 3-5 on Retention Strategies to find ways to increase the number and percent of students who remain in your program and attain their immediate educational goals.

Resources for Module 1:

#3-1: Student Intake Form
#3-2: Personal Plan Sheet for End of Program Goals
#3-5: Retention Strategies
#3-4: Follow-up surveys
#3-6: Exit Interview

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Module 2: Records and documentation determining the number of students leaving the program for reasons unrelated to achievement of educational goals

Why? To determine the number of students who leave the program prematurely for reasons that your school can avoid?

How? 1. Employ records and documentation that can determine the number of students leaving your program. See the records and methods mentioned in the Module 1 of this Indicator.

2. Identify records and tools that can show the number of students leaving your program and the reasons why they are exiting. These records and tools include:

- ✓ Follow-up surveys (See Resource Guide 3-4)
- ✓ Exit interviews
- ✓ Adult education annual report
- ✓ Absentee follow-up
- ✓ Teacher perceptions
- ✓ Perceptions of other students. Friends, o relatives
- ✓ School suspensions and expulsions

3. To assess how well you school addresses the problem of premature exiting of the program. Compare your school with other adult education centers. See Resource Guide 3-5 on Retention Strategies to find ways to increase the number and percent of students who remain in your program and attain their immediate educational goals.

Resources for Module 2:

#3-5: Retention Strategies

#3-4: Follow-up surveys

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OUTCOMES

Focus Area 3: Retention

Indicator Three: Learners remain in the program long enough to meet their immediate educational goals and re-enter and exit as their goals change.

Descriptor 3.2 **Number and percent of students who *re-enter* the program within a specified period of time.**

Measured by:

- ✓ Records and tools showing student re-entrance into the adult education program.
- ✓ Student tracking in adult education programs

Module 1: Records and tools showing student re-entrance into the adult education program.

Why? To determine how well your program attracts past students as their educational and personal goals change.

How? 1. Use information available regarding student's re-entrance into your adult education program. Such information can be acquired from the following:

- ✓ Student intake forms
- ✓ Personal plan sheets
- ✓ Entrance interviews
- ✓ Counseling forms
- ✓ County screenings
- ✓ State of Florida Student Tracking System*

Descriptor 3.2: Number and percent of students who ***re-enter*** the program within a specified period of time.

Module 2: Student Tracking in Adult Education Programs

Why? To identify methods to determine the number and percent of students who re-enter adult education programs within a certain amount of time.

How? 1. Identify and document items that are used to determine which students are re-entering the program. These include:

- interviews
- counseling forms
- county screenings

2. Assess that student tracking really begins at the intake/orientation process, when students first enroll in adult education programs. Collect data now that you will need for future tracking. **Include a place for students to list names on the intake form of those with whom they have regular contacts. This minimizes one of the greatest problems in tracking:** finding the students who leave programs.

Resources for Module 2:

#3-1: Student Intake Form
#3-2: Personal Plan Sheet for End of Program Goals
#3-3: Section 353 Abstracts 1995-1996:
Leon County & Florida Community College @ Jacksonville

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OUTCOMES

Focus Area 3: Retention

Indicator Three: Learners remain in the program long enough to meet their immediate educational goals and re-enter and exit as their goals change.

Descriptor 3.3 **Number and percent of *students leaving* the program for reasons unrelated to immediate adult education needs.**

Measured by:

- ✓ Attrition in Florida's adult education program

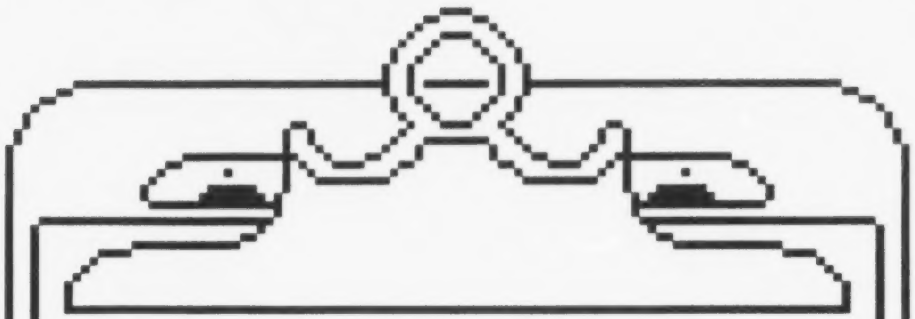
Module 1: Attrition in Florida's adult education programs

Why? To identify the number and percent of students who leave adult education programs for reasons unrelated to their immediate adult education needs.

How? 1. Identify the number and percent of students leaving your program and the reasons why they are exiting. These include, but are not limited to:

- exit interviews
- perceptions by teachers
- school suspensions and expulsions
- goal attainment based on open-entry, open-exit policy
- adult education annual report
- follow-up surveys
- enrollment vs. drop-out rates

2. Follow-up is such an important part of retention in adult education. Finding out why students leave adult education programs allows the program administrator the ability to reevaluate their program's mission, marketing strategies and design of instruction. Identifying why students leave adult education programs also helps program administrators to effectively document outcomes for performance based funding. Use the strategies listed above to assist your program in documenting the number and percent of students leaving the program for reasons unrelated to their educational goals.



Teacher/Administrator Evaluation Checklist

Evaluator:_____ Evaluatee:_____

Indicator Three: Retention
Can I...

- ☐ Identify the tools needed to determine student retention?
- ☐ Cite the data regarding the percent of students re-entering adult education programs?
- ☐ Identify the tools available to track students?
- ☐ Identify the tools available to measure the percent and number of students leaving adult education programs?
- ☐ Explain the importance of student follow-up?
- ☐ Identify the steps involved in conducting an effective follow-up survey?
- ☐ Identify and define the four components of positive retention?
- ☐ Effectively implement these strategies in my adult education program?

STRUCTURE

Focus Area 4: Recruitment

Indicator Four: Program successfully recruits the population in the community as identified by the needs assessment or demographic data.

Overview

Recruitment of specific "target" groups into adult education programs is a priority in Florida. With the influx of immigrants and the increase of adult education students, it is important that adult education programs identify and recruit the populations in their counties that are in need of instruction. Furthermore, with the introduction of performance-based funding issues, recruitment criteria have become part of the program review process.

Specific strategies to recruit adult education students are examined. Potential collaborative recruitment efforts among schools, libraries, agencies, and volunteers are identified.

Florida Educational Quality Indicator Program (EQuIP)

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Focus Area Four: Recruitment

Indicator Four: ***Program successfully recruits the population in the community as identified by the needs assessment or demographic data***

Descriptor **Page**

4.1 ***Number and percent of target populations enrolled compared to local demographics***

Module 1: Target Population Groups in Adult Education Programs in Florida 4-3

4.2 ***Number and percent of students enrolled with specific characteristics compared with the population with these characteristics in need of instruction in the service area***

Module 1: Florida Adult Education Statistical and Demographic Sources 4-5

4.3 ***Types of recruitment activities performed for the program***

Module 1: Ways to Recruit Adult Education Students 4-7

Module 2: Orientation Procedures in Adult Education Programs 4-11

4.4 ***Nature of agreements with public schools, libraries, governmental agencies and volunteers for identification of adults in need of adult education services***

Module 1: Collaborative Recruitment Efforts in Adult Education 4-13

Teacher/Administrator Evaluation Checklist 4-16

STRUCTURE

Focus Area 4: Recruitment

Indicator Four: Program successfully recruits the population in the community as identified by the needs assessments or demographic data.

Descriptor 4.1 **Number and percent of target *populations enrolled* compared to local demographics.**

Measured by:

✓ Target population groups in adult education programs in Florida.

Module 1: Target Population Groups in Adult Education Programs.

Why? To assess the degree to which Florida's target groups are represented in adult education programs.

How? 1. Identify the populations currently enrolled in your program. Documentation can be found in the student enrollment sheets. Determine the extent that your program is recruiting the populations in need of instruction.

2. ***Identify the target population of adult education.***
Florida has identified the following target groups that could benefit from enrollment in adult education programs:

•Limited English proficient adults •Adults with Disabilities •Undereducated adults •Institutionalized/incarcerated adults • Adults in the workplace •Illiterate adults •Minority adults •At-risk youth (16 years or older) •Older adults •Parent/family literacy •Homeless adults

Of these target groups, some such as the homeless, migrant workers, etc., must meet certain criteria to be considered a priority (i.e., having less than a high school level of education).

Module 1: Target Population Groups in Adult Education Programs, cont.

Use the enrollment materials to determine various population represented in your program. Data from outside sources will enable you to determine if your program is successfully recruiting the population in your area.

Data may be obtained by:

- ✓ Census Bureau
- ✓ 1996-1997 Report of Adult Education

Compare the data regarding enrollment in adult education programs. Assess the degree to which various target groups are represented.

In 1992-1993, a stratified sample survey of adult education programs showed that ***75% or more of enrolled adult education students were from priority populations.*** Data from 1993-1994 indicated that 75% or more of the adults enrolled in such programs were from populations identified as State priorities.

Resources for Module 1

#4-1: Tutorial: Philosophical perspectives on demography and successful recruitment
Jelinek, J. J. (1992). Demographic factors in adult and continuing education.

STRUCTURE

Focus Area 4: Recruitment

Indicator Four: Program successfully recruits the population in the community as identified by the needs assessments or demographic data.

Descriptor 4.2 **Number and percent of students enrolled with *specific characteristics* compared with the population with these characteristics in need of instruction in the service area.**

Measured by:

- ✓ Florida adult education statistical and demographic sources

Module 1: Florida Adult Education Statistical and Demographic Sources

Why? To identify sources available for adult education demographic data related to its target population groups.

How? 1. Properly identify and define your target population. A number of sources are:

- The Florida Statistical Abstract
- Florida Population: Census Summary 1990.
- Florida Industry and Occupational Employment Projections 1990-2005
- Population Projections, May 1992 Issue, Bulletin 101-102
- Florida Population Studies
- Florida Figures: A Subject Guide to Statistics in state documents
- Florida Vital Statistics
- Public Policy I Florida: A 50 State Perspective
- 1990 National Census
- Florida County Comparisons

Module 1: Florida Adult Education Demographic and Statistical Sources, cont.

2. ***Employ the services of social, community, labor and business agencies, as well as written documents, to develop a profile of each community***. These include:

- Chamber of Commerce
- Private Industry Council (PIC)
- Job Training Partnership Agreement (JTPA)
- Job Services of Florida
- Department of Health and Rehabilitative Services (HRS)
- Laubach, LVA and LEA's
- School Boards
- Juvenile Justice
- Vista Literacy Corps
- Department of Labor (Project Independence)
- Adult Literacy Plan
- Surveys of families such as those enrolled in Even Start Programs

STRUCTURE

Focus Area 4: Recruitment

Indicator Four: Program successfully recruits the population in the community as identified by the needs assessments or demographic data.

Descriptor 4.3 **Types of *recruitment* activities performed for the program**

Measured by:

- ✓ Ways to recruit adult education students
- ✓ Orientation procedures in adult education programs

Module 1: Ways to Recruit Adult Education Students

Why? Effective recruitment activities promote adult education programs and encourage participation.

How? 1. ***Assess that recruiting entails attracting adult learners to enroll in a program of learning that addresses their needs.***
Successful recruitment of adult learners depends on:

- ✓ effective public relations
- ✓ sound marketing strategies
- ✓ effective promotion of program availability and benefits to the participants
- ✓ knowledge of specific needs of each community
- ✓ support from community forums
- ✓ use of pre-enrollment data and orientation sessions
- ✓ degree of awareness and commitment of teachers and administrations to recruitment promotion
- ✓ organized registration procedures
- ✓ accessible counseling and advising

- ✓ referrals from other agencies
- ✓ local agencies outreach endeavors

Module 1: Ways to Recruit Adult Education Students, cont.

2. Employ specific marketing strategies to recruit adult education students. Implementing numerous strategies, such as those which follow, will likely aid recruitment efforts.

- **Recruit through currently enrolled students.** Ask each student to bring a friend or relative on a given night for a "Get Acquainted" session. Have orientation to the program on this night to help potential students preview the learning environment.

Word of mouth is one of the best methods to recruit new students!

- **Spotlight successful students.**

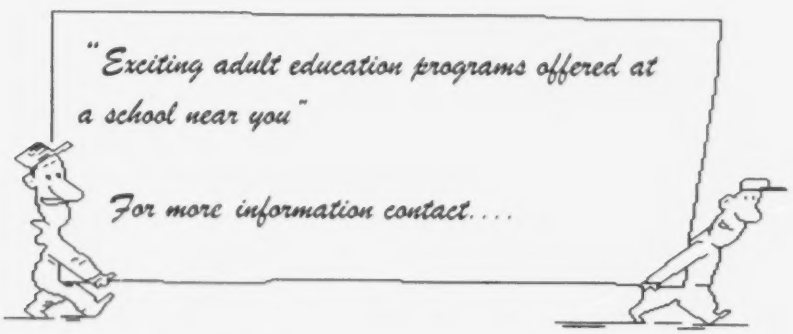
When adult education students are successful, broadcast it through every feasible means!

- **Use radio and television media for free advertisements.** Combine this approach with popular music jingles to catch young adults' attention.

- **Advertise an "open house" specifically for the purpose of inviting potential students to become acquainted with the school facilities and personnel.**

- **Post signs with information on adult education programs in public places** (i.e., hospitals, welfare offices, public schools, churches, post offices, grocery stores, businesses).

Module 1: Ways to Recruit Adult Education Students, cont.



- **Seek public school support by sending home brochures with students to share with their parents and/or spouses regarding adult education programs.**

- **Sponsor a "blitz week".** Inundate the community for one week with adult education public relations material. Include fliers, posters, banners, news ads, radio and TV ads, and direct mail strategies.

- **Appoint personnel on a rotating basis to attend community meetings where they can share information related to available adult education services.** (Include expense funds in your budget to compensate personnel for these recruitment activities).

Module 1: Ways to Recruit Adult Education Students, cont.

Distribute printed material throughout the community, including municipal buildings, public libraries, and public agencies. Try a variety of mediums: For example,

- Bookmarks
- Coupons
- Reprints of news articles, testimonials related to adult education students
- Newsletters with data on current happenings in adult education programs
- Reply postcards
- Reports related to progress at targeted adult education sites
- Placemats with adult education services listed on them.
- Grocery store inserts
- Mailouts
- Bulletin Boards in Community Centers, Churches, HRS, employment offices

Resources for Module 1:

#4-2: Tutorial: Marketing Tips, in Schmeiter, H.B. *Adult Access to Education and New Careers*, 1980.

STRUCTURE
Focus Area 4
Recruitment

Descriptor 4.3: Types of recruitment activities performed for the program

Module 2: Orientation Procedures in Adult Education

Why? To identify steps in effective orientation procedures.

How? ***Preparing the staff to conduct meaningful orientation for new students is essential to effective recruitment.*** To achieve this, each staff member must share a common vision regarding the school's philosophy, goals and objectives, and policies and procedures.

Philosophy

A coherent effort by the staff to provide the best setting possible to promote the success of all students is required. This entails that each staff member understand the goal of the school's program and how it relates to their specific mission. The relationship of staff members with their particular role needs to be explicitly defined in relation to the whole work setting. Furthermore, each individual's accountability to uphold the philosophy of the school needs continuous prioritizing and renewal.

Goals and Objectives

Once the philosophy for the school culture is determined, the school's long and short-range goals may be identified and addressed. Not only do students need "end-of-program plan sheets", but staff members need identified goals along with specific strategies listed to reach these goals. Goals need to relate directly to the goals of the students. Therefore, **resources to accomplish facilitative learning become a**

large part of the staff's goals. The ultimate staff goals are to provide strategies and resources that meet the individual needs of each student and to assist them in succeeding toward their long-range goals.

Module 2: Orientation Procedures in Adult Education Programs, cont.

Policies and Procedures

Research shows that policies and procedures must be understood by staff and upheld systematically in a manner that promotes student retention. This includes providing orientation and intake processes that truly increase the students' knowledge about the program.

Assure the students from the beginning that the program is designed to assist them in reaching their personal goals and fulfilling their personal needs. Staff awareness of support services and agencies that may help increase the likelihood that students' holistic needs are fulfilled is imperative. Policies and procedures must be designed so that the students' needs are met.

STRUCTURE

Focus Area 4: Recruitment

Indicator Four: **Program successfully recruits the population in the community as identified by the needs assessments or demographic data.**

Descriptor 4.4 **Nature of *agreements* with public schools, libraries, governmental agencies, and volunteers *for the identification of adults* in need of adult education services.**

Measured by:

- ✓ Collaborative recruitment efforts in adult education

Module 1: Collaborative Recruitment Efforts in Adult Education

Why? Adult educators need assistance in fostering an environment that can help students become more productive, more employable, and more responsible citizens

How? 1. Document letters of agreement with public schools, libraries, governmental agencies, etc. that confirm the existence of collaborative partnerships.

2. When personal concerns surface, students' educational focus suffers. Therefore, adult education programs must rely on a variety of state and local agencies for support. Such support may enhance the educational programs as well as help to fulfill the personal needs of students. These include, but are not limited to: Literacy and reading resources connected to English as a Second Language programs. Information services list volunteers who are willing to tutor students, provide health care assistance, counseling, and child care services.

Module 1: Collaborative Recruitment Efforts in Adult Education, cont.

Agreements

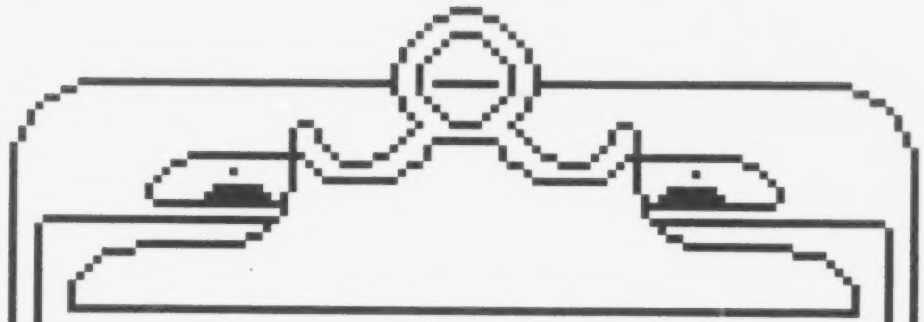
Recruitment efforts that partner with public schools, libraries, governmental agencies, and/or volunteers may include:

- written contract agreements
- inter-agency councils
- advisory boards
- partnerships such as "adopt-a-program"
- Private Industry Council (PIC)
- official networking agreements among community services
- school advisory councils
- Literacy Volunteers of America (LVA)
- Implementation of the Adult Literacy Plan and Laubach literacy materials through volunteers
- Local Education Agencies (LEA)
- Department of Education
- HRS (formal agreement with the DOE for education services for disadvantaged & handicapped)
- Department of Labor and Employment Security (agreement with the DOE to support literacy efforts)
- CESA (contract to provide education services to inmates)
- Informal agreements between two Indian tribes and adult education programs
- Cooperative local agency agreements between educational and other agencies (including Reading Is Fundamental (RIF), senior citizen groups, local libraries, JTPA, The Urban League, and local vocational training programs).

Module 1: Collaborative Recruitment Efforts in Adult Education, cont.

Strategies which are conducive to developing effective recruiting agreements among sundry stakeholders include:

- Establish a common goal.
- Determine what contribution stakeholders will make to the recruiting process.
- Assess how recruiting activities will be implemented.
- Incorporate monitoring procedures of the recruiting process.
- Include methods to determine the effectiveness of the procedures.



Teacher/Administrator Evaluation Checklist

Evaluator:_____ Evaluatee:_____

Indicator Four: Recruitment

Can I...

- ☐ Identify the targeted populations for adult education programs?
- ☐ Compare the data regarding enrollment & assess the degree to which various groups are represented?
- ☐ Identify the demographic composition of Florida counties?
- ☐ Determine the appropriate programs that those counties may benefit from?
- ☐ Cite the specific sources used to determine the needs of specific target groups?
- ☐ Outline specific requirements needed to implement a successful recruitment program?
- ☐ Identify marketing strategies that would enhance recruitment efforts?
- ☐ Identify support services that aid in the recruitment effort?
- ☐ Explain the importance of this collaboration effort?

STRUCTURE

Focus Area 5: Program Orientation

Indicator Five: Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life to enhance their individual performance and contribution to the community.

Overview

When all stakeholders in the learning community participate in shaping the school's procedures and policies, quality of life is enhanced. Comparisons between approaching schools as "organizations" rather than as "learning communities" are examined. References to establishing Mission Statements and defining Program Values are also documented.

Data are provided in this focus area regarding procedures that guide the operation of adult education programs. Adult Education in the State of Florida is competency-based; therefore, much of the material in this focus area will be structured around Competency-Based Adult Education (CBAE).

Florida **E**ducational **Q**uality **I**ndicator **P**rogram (**EQuIP**)

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Focus Area Five: Program Orientation

Indicator Five: ***Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life to enhance their individual performance and contribution to the community.***

Descriptor			Page
5.1	***References to adult education purposes in Strategic Plan.***		
	Module 1:	Mission Statements	5-3
	Module 2:	Documentation reflecting Value, Mission, Vision, and Action Statements	5-5
5.2	***Existence of documents, policies, and procedures which guide the operation of the adult education program***		
	Module 1:	Competency-Based Adult Education	5-7
5.3	***Scope of services provided to the adult population at the program site and/or other sites in the community***		
	Module 1:	Scope of Services in Adult Education	5-9
Teacher/Administrator Evaluation Checklist			5-11

STRUCTURE

Focus Area 5: Program Orientation

Indicator Five: ***Program services, procedures, and policies*** **reflect a commitment to helping adults develop basic and functional literacy skills required of adult life to enhance their individual performance and contribution to the community.**

Descriptor 5.1 **References to adult** ***education purposes identified*** **in strategic plan.**

Measured by:

- ✓ Established Mission Statement
- ✓ Documentation reflecting value, mission, vision and action statements in Strategic Plan.

Module 1: Mission Statements

Why? To ensure that the Adult Education program is guided by an established mission statement.

How? A. Documentation of an existing Mission Statement.

B. Create a Mission statement reflecting a community school view.

Mission Statements as well as the overall Strategic Plan should encourage a community school view as opposed to an organizational view. The Community School approach is quite different from one of approaching school policy and procedures from an "organizational" view. When schools are viewed as organizations, the goal is to project rationality and strive to attain legitimacy. When schools are viewed as learning communities instead of organizations, bureaucratic expectations give way to professional values.

Module 1: Mission Statements

Organizational bureaucracy ***conflicts*** with professional values and prevents these values from emerging. The following table illustrates this potential conflict.*

School as an Organization	School as a professional learning community
1. Teachers are expected to approach their work as involving "...cases, functions, means, codes, roles and behavior".	1. Teachers understand their work as involving "..people, relationships, ends, norms, persons and intentions".
2. Teachers are suppose to strive to attain uniformity in their teaching and in students' learning.	2. Professionally, teachers approach learning and teaching with respect for and appreciation of the uniqueness of the individual.
3. Priority is efficiency in teaching.	3. Priority is reaching goals and incorporating values.
4. Bureaucratic values encourage equal treatment of rules to conflicts considered generically the same.	4. Varied solutions are employed to address each unique conflict.

* Source: T.J., & Starratt, R.J. (1993). **Supervision: A redefinition**. New York, NY: McGraw-Hill.

Resource for Module 1:

#5-1: Tutorial-Norms of Professional Virtue; Sergiovanni, T.J. (1993). Supervision: A Redefinition, New York: NY: McGraw-Hill.

#5-4: Worksheet: The Mission of our Adult Education Organization

STRUCTURE

Focus Area 5

Program Orientation

Module 2: Documentation reflecting Value, Mission, Vision, and Action Statements in program materials

Why? To ensure that values, mission, vision and action statements are part of the strategic planning process.

How? A. Identify that values, mission, vision and action goals are incorporated in your program's strategic plan.

B. Utilize Safrit's strategic planning guidelines to ensure that values, mission, vision and action statements are an integral part of the strategic planning process.

To promote professional values in the strategic planning process, Safrit (1994) designed an innovative approach specifically tailored to adult education classes. Utilization of his method by individual LEA's will provide focus and clarity in four major areas of the organization. These are:

- values
- mission
- vision
- action strategies

Dr. Safrit likens the art of strategic planning to that of building a house. To build a house effectively, specific sequential steps are required, just as they are required for effective strategic planning. His analogy follows.

Module 2: Documentation reflecting Value, Mission, Vision, and Action Statements in program materials

Building a house	Designing a strategic plan
Step 1 Determine the proper placement of the house by first surveying the property.	Survey your organization to identify strengths, weaknesses, opportunities, and threats. Use Dr. Safrit's "S.W.O.T." form to address these.
Step 2 Build a solid foundation.	Identify the foundation of your organization: the values held by the members of it.
Step 3 Construct the frame of your house.	The mission of the organization represents its purpose and why it exists. It is like the frame of the house.
Step 4 Envision the finished house (walls, roof, etc.).	Have a vision for the organization to serve as a guiding, motivating force for plans made and carried out.
Step 5 Make the house a home by taking actions to furnish it.	Take the actions to make the vision and mission work by "furnishing" them through actions.

Resources for Module 2:

5-5: Creating a Vision Together
5-6: Translating our Values, Mission and Vision in Actions
5-7: A S.W.O.T. Profile of our Adult Education Organization (Strengths, Weaknesses, Opportunities & Threats.
5-8: Identifying Organizational Values for our Adult Education Organization.

STRUCTURE

Focus Area 5: Program Orientation

Indicator Five: ***Program services, procedures, and policies*** **reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life to enhance their individual performance and contribution to the community.**

Descriptor 5.2 **Existence of *documents, policies, and procedures* that guide the operation of the adult education program.**

Measured by:

- ✓ Existence of Policy and Procedure Manual that emphasizes Competency-Based Adult Education (CBAE)

Module 1: Competency-Based Adult Education

Why? Adult education in the State of Florida is competency-based. Policies and procedures that reflect the existence of procedures that are based on specific competencies or performance standards are the backbone of the success for adult education programs.

How? A. Document the existence of a Policy and Procedure manual. Identify specific procedures that reflect the program's commitment to Competency-based curriculum.

B. Review the guidelines surrounding Competency-Based education. Competency-Based Adult Education (CBAE) is a mode of instruction that adheres to the mandated curriculum frameworks and course performance standards.

Module 1: Competency-Based Adult Education, cont.

Brevard Community College has been instrumental throughout the State of Florida in the design and distribution of CBAE curriculum. The curriculum is based on individualized instruction using student "learning guides". The learning packets are tools to guide each student, individually, through each entire course. Pre and Post test measures determine which learning packets each student completes. The model has proved to be effective in the adult education arena where open-entry, open-exit programs are the policy. Furthermore, because CBAE is diagnostic/prescriptive in nature, the model works well with multi-faceted needs of adult learners. CBAE addresses both academic and life skills.

Be aware of the difference in focus between a "teacher" versus a "facilitator". Because Competency-Based education is individualized, whole group teaching is reduced to a minimum. Most efforts of the classroom facilitator include: providing resources/materials related to the topic for each student, assessing student academic gain and prescribing future endeavors, responding to specific questions of individual students or small groups, and keeping records of scored tests, attendance, etc.

Identify that students assume a major role in their own learning. They engage in goal-setting, maintain their own progress checksheet, seek facilitation when in need, and self-pace their academic program. Measurement of their success in the program is decided with criterion-referenced tests, instead of norm-referenced. Consequently, the student is competing only with himself, not against others. ***(For more information on Criterion vs. Norm-Referenced tests, refer to Module 1 of Descriptor 1.1 (Educational Gains): "Standardized Testing").***

Resource for Module 1:

#5-2: Tutorial- CBAE: Student Learning Guides

#5-3: Section 353 Abstract 1995-1996: Brevard County CBABE

STRUCTURE

Focus Area 5: Program Orientation

Indicator Five: ***Program services, procedures, and policies*** **reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life to enhance their individual performance and contribution to the community.**

Descriptor 5.3 ***Scope of services*** **provided to the adult population by the program site and/or other sites in the community.**

Measured by:

- ✓ Scope of services in adult education

Module 1: Scope of Services in Adult Education.

Why? To ensure that the Adult Education Program is accommodating the needs of the community.

How? A. Adult education throughout the state includes:

- ABE: Beginning and Intermediate
- ESOL: Beginning, Intermediate, and Advanced
- GED preparation
- Adult handicapped
- Workplace literacy
- Drop-out prevention
- Vocational Training

Document the results from a review of those specific program-marketing materials. Ensure that your program is providing the following services:

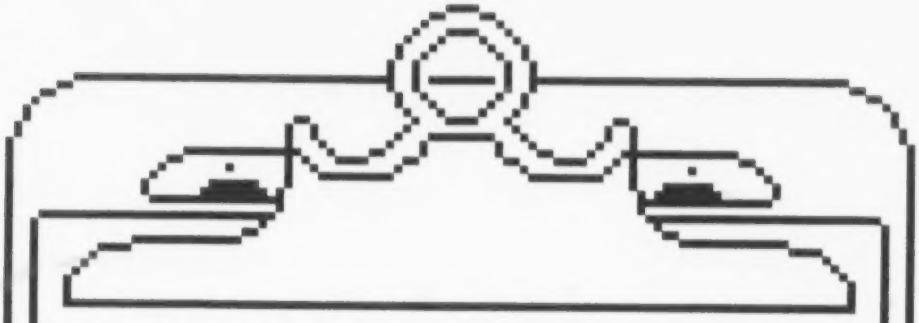
- ✓ orientation

- ✓ teacher advising
- ✓ current curriculum materials

Module 1: Scope of Services in Adult Education, cont.

- ✓ updated computers, software, etc.
- ✓ transportation
- ✓ course catalogs
- ✓ student services & records
- ✓ services for the disabled
- ✓ library/resource centers
- ✓ child care
- ✓ financial aid

B. Using the services outlined above, identify the areas of greatest weakness. Work with your School Advisory Council, Marketing Coordinator, and other Support Services in your community to establish collaborative partnerships that will contribute to the successful implementation of new services. ***(For more information on Support Services, refer to Indicator 8: Support Services).***



Teacher/Administrator Evaluation Checklist

Evaluator:_____ Evaluatee:_____

Indicator Five: Program Orientation

Can I...

- ☐ Identify the differences between schools as learning communities with schools as organizations?
- ☐ Cite the factors involved in developing a community school?
- ☐ Discuss the steps involved in effective strategic planning?
- ☐ Explain Safrit's "Building a House" analogy as it related to designing a strategic plan?
- ☐ Complete Safrit's worksheets on Organization Value, Mission and Vision?
- ☐ Assess my adult education organization using Safrit's SWOT (strengths, weaknesses, opportunities & threats) profile?
- ☐ Define Competency-Based Adult Education?
- ☐ Identify guidelines needed to operate adult education programs?

STRUCTURE

Focus Area 6: Program Planning and Evaluation

Indicator Six: Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, economic or technological trends, and local labor market conditions.

Overview

Planning and evaluating a program which addresses the needs of minorities, adults with disabilities, at-risk, senior citizens, as well as ESL, ABE and GED adult education students requires a cooperative effort among home, school, and community. Demographic shifts, technological advances, and educational equity concerns are major reasons a "learning society" framework is beneficial to adult education programs.

Evaluating such programs requires total consideration for the stakeholders, including students, teachers, community members, local supporting agencies, and administrators.

Focus Area 6.0: Program Planning and Evaluation, is researched in this manual through four descriptors and accompanying modules. Resources related to these modules are also identified.

Florida Educational Quality Indicator Program (EQuIP)

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Focus Area Six: Program Planning and Evaluation

Indicator Six: ***Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources and economic or technological trends, and local labor market conditions.***

Descriptor			Page
6.1	***Types and scope of program plans***		
	Module 1:	The Learning Community Framework	6-3
6.2	***Program evaluation activities***		
	Module 1:	Program Evaluation	6-6
6.3	***Procedures for student follow-up***		
	Module 1:	Student Follow-Up	6-8
6.4	***Student involvement in program planning and evaluation***		
	Module 1:	Student Inclusion in Program Planning and Evaluation .	6-10
Teacher/Administrator Evaluation Checklist			6-12

STRUCTURE

Focus Area 6: Program Planning and Evaluation

Indicator Six: **Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, and economic or technological trends, and local labor market conditions.**

Descriptor 6.1 *Types and scope of program plans.*

Measured by:

- ✓ The learning community framework

Module 1: The Learning Community Framework

Why? To meet the challenge of educating diverse groups enrolled in Adult Education programs, and to develop the community education framework.

How? A. Identify documentation that relates to the program planning process. Ensure that the program plan includes strategies that address the needs of a diverse community.

B. Community education has as its base the philosophy that schools belong to the community and that sharing of resources is mutual. Reciprocity of facilities, knowledge, time, and any other available resources is encouraged. The key is that the community must feel it is a stakeholder in the schools. Involvement serves to strengthen community enthusiasm and support for the school programs and plans. Specific strategies to implement the learning community are developed to create community school programs. Such an approach to program planning can change traditional programs into lifelong learning activities that meet the identified needs of the community.

Module 1: The Learning Community, cont.

Involving the community in program planning is one such strategy. A program plan that encourages community input seems to be the most effective way for addressing educational pursuits of a diverse population.

The development and implementation of a program plan is necessary for several reasons:

- Demographic shifts
- Technological advances ***(for more information on technology issues, refer to Indicator 10: Technology)***
- Concerns of Educational Fairness
  - Undereducated, seeking employment
  - Diverse groups- unmet educational needs

Resources for Module 1:

#6-1: Strategy to develop a Learning Community
#6-2: Section 353 Abstracts 1995-1996

STRUCTURE

Focus Area 6: Program Planning and Evaluation

Indicator Six: **Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, economic or technological trends, and local labor market conditions.**

Descriptor 6.2 ***Program evaluation*** **activities**

Measured by:

- ✓ Program evaluation

Module 1: Program Evaluation

Why? To assess program effectiveness in meeting the needs of the student population and the community.

How? A. Using the following table, determine the current evaluative method used for the Adult Education program. Identify if current methods are meeting the needs of the student population and the community. Document any information gathered via exit interviews and other methods of gathering information (i.e., community council meetings, etc.)

Major Approaches to Evaluation

Tylerian Approach: Emphasis is on goals and objectives. Evaluation is perceived as identifying the degree to which the goals and objectives of a program are met. Measuring attainment of specific goals and objectives is central to this approach.

Social Scientists' Approach: Emphasis is on the scientific method. Experimental designs and concerns of "quantity" more than "quality" are valued. The "method" employed to evaluate is strictly identified in a scientific manner.

Comparative Approach: Emphasis is on comparing the costs and benefits of two or more programs. Differences in programs are evaluated.

Valuation Approach: Emphasis is on judging a program's value. Evaluation is equated with judgment of a program's worth.

Problem-Solving/Decision-Making Approach: Emphasis is on the process of solving problems or providing information for making decisions about a program.

Systems Analysis Approach: Emphasis is on quantitative data used to relate differences resulting from analysis of program inputs and outputs. Strategies to implement effective inputs to produce wanted outcomes are analyzed.

Utilization-Focus Approach: Emphasis is on supplying stakeholders in a program with useful information. The stakeholders determine the focus of the evaluation based on their needs. Therefore, the evaluation may hone in on goals, systems, value comparisons, decisions, etc., depending on the needs of the intended users.

B. Determine the purposes behind the evaluative method currently in use. Evaluation guidelines provide a framework for design and implementation of activities and programs. Consider the following points when improving your program evaluation methods:

Module 1: Program Evaluation, cont.

- Identify the primary users or stakeholders of the evaluation.
- Determine the purpose or goals of the evaluation.
- Collect pertinent information related to the evaluation.
- Analyze information gathered in relation to its "meaning" for primary users.
- Report and share findings from the evaluation with all stakeholders.

Resources for Module 1:

#6-4: List of Types of Evaluations

STRUCTURE

Focus Area 6: Program Planning and Evaluation

Indicator Six: **Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, economic or technological trends, and local labor market conditions.**

Descriptor 6.3 ***Procedures*** **for student** ***follow-up.***

Measured by:

✓ Student follow-up

Module 1: Student follow-up

Why? To determine whether the adult education program is meeting student needs.

How? A. Identify documentation of exit interviews, home visits, teacher progress reports, student self-reports and student portfolios which may identify if needs are met.

B. Follow-up strategies include the following:

- attitudinal surveys
- interviews (entry-exit & follow-up)
- home visits
- job site visits
- teacher progress reports
- student portfolios (for short term and long term goals)
- student self-reports

Module 1: Student follow-up, cont.

Take a look at the strategies that your program is currently using for follow-up. There is no one better than the student to tell you if needs are being met by the adult education program. Try and incorporate different strategies to increase the likelihood that quality information is being received.

Using the sample strategies listed above, solicit the help of teachers and volunteers in the community to help increase your follow-up procedures.

STRUCTURE

Focus Area 6: Program Planning and Evaluation

Indicator Six: **Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, and economic or technological trends, and local labor market conditions.**

Descriptor 6.4 *Student involvement* in program planning and evaluation

Measured by:

- ✓ Student inclusion in program planning and evaluation

Module 1: Student Inclusion in Program Planning and Evaluation

Why? Student inclusion in program planning will ensure student needs are being met.

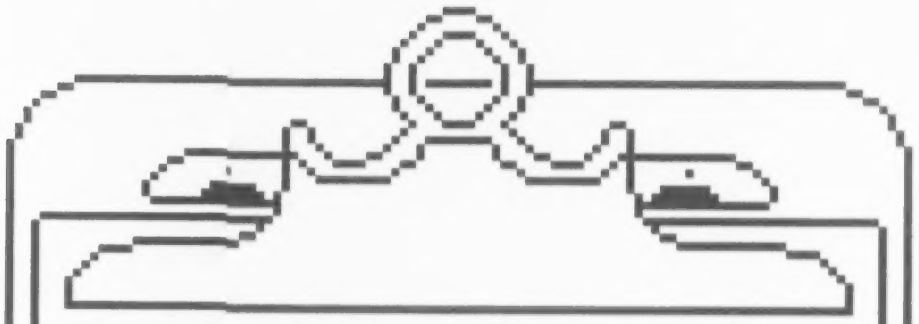
How? A. Identify documentation that shows student input in the program planning process (minutes of meeting, individual notes, etc.)

B. Engage students in the planning and evaluation process:

- When the "learning community framework" is applied to the adult education setting, students play a key role in program planning.
- Implement user-friendly evaluations. The intended users of any evaluation, including students, assess the purpose of the evaluation and guide its direction according to their identified needs.

Resources for Module 1:

#6-1: Strategy to develop a Learning Community
#6-3: Tutorial: User-Friendly Evaluation
#6-4: Types of Evaluations



Teacher/Administrator Evaluation Checklist

Evaluator:_____ Evaluatee:_____

Indicator Six: Program Planning and Evaluation

Can I...

- ☐ Define Community Education?
- ☐ Define a Learning Society?
- ☐ Identify specific demographic shifts and technological advances that require learning societies to re-evaluate their programs?
- ☐ Cite the different approaches to program evaluation?
- ☐ Identify ways to conduct student follow-up?
- ☐ Cite ways of involving students in the planning and evaluation process?

SERVICE

Focus Area 7: Curriculum & Instruction

Indicator Seven: The adult education program provides curriculum and instruction geared toward individual student needs and learning styles.

Overview

Many important factors should be considered when addressing appropriate curriculum and instruction for adult education students.

Focus Area 7.0: Curriculum & Instruction provides four modules related to tailoring instruction around effective learning environments as well as individual learning styles.

Focus Area 7 is researched through three descriptors and accompanying modules. Resources related to these modules are also identified.

Legislation adopted during the 1997 legislative session introduced performance–based funding as a means for adult education programs to be accountable. Therefore, all adult education programs will now be held directly accountable for all progress students make. Appropriate curriculum for adult education programs along with effective instruction is critical to ensure success within the performance-based funding structure.

Florida Educational Quality Indicator Program (**EQuIP**)

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Focus Area Seven: Curriculum and Instruction

Indicator Seven: ***The adult education program has curriculum and instruction geared toward individual student needs and learning styles***

Descriptor		Page
7.1	***Use of student needs assessment information in guiding the instructional process.***	
	Module 1: Student Needs Assessment	7-3
7.2	***Existence of a student goal-setting process linked to decisions of instructional materials, approaches, and strategies.***	
	Module 1: Student Goal Setting	7-5
7.3	***Instructional strategies used in relationship to dominant learning styles.***	
	Module 1: Learning environment	7-7
	Module 2: Learning Styles	7-9
Teacher/Administrator Evaluation Checklist		7-10

SERVICE

Focus Area 7: Curriculum & Instruction

Indicator Seven: The adult education program has curriculum and instruction geared toward individual students' needs and learning styles.

Descriptor 7.1 **Use of student *needs assessment* information in guiding instructional process.**

Measured by:

- ✓ Student needs assessment

Module 1: Student Needs Assessment

Why? Student success is greatly enhanced when the instructional process is based upon specific identified needs of the student.

How? A. Compare current needs assessment information with the program curriculum plans. Determine if the curriculum is meeting the diverse needs of the students. Ensure that models of teaching that draw on the individual student's past experiences, knowledge-base and skills are being implemented.

B. To incorporate the adult learner's past experiences, skills, and knowledge into his/her new learning environment, instructors must accept, appreciate, and explore the uniqueness of each individual student. In the student intake process utilize an assessment instrument that includes assessment of knowledge, goals and past experiences. Use teaching tools that facilitate recognition of the uniqueness of each student including:

- learning contracts
- anecdotal records
- personal interviews and inventories
- case records

Module 1: Student Needs Assessment, cont.

When available, implement computer-assisted instruction, including Integrated Learning Systems (ILS), to identify the individual needs of each student. Numerous ILS's are designed to instruct students at their own level and pace, as well as to consistently monitor their individual progress. ***(for more information on Computer-Assisted Instruction, see Indicator 10: Technology).***

The adult education teacher's role is both as instructor and facilitator. To be only one denies many learners affective and physical needs. Adult learners often need assistance in developing self-knowledge and critical awareness. Helping students modify existing patterns of thinking, perceiving, and/or behaving is crucial for most adult education learners. Provide alternative approaches to obtain success of student goals

It is important that many adult learners seek clarity in understanding their needs. Facilitators of adult education students cannot always accept students' "identified needs." Helping students analyze their own behaviors and other approaches to daily situations enables their ***real needs*** to surface. Such development of self-awareness often requires that student behaviors, ideas, values, and attitudes be examined. The adult education teacher's role becomes more than a resource bank of skills and knowledge. The Student Needs Questionnaire will assist the facilitator in identifying real needs.

seek

Resources for Module 1:

#7-1: Advance organizers
#7-2: Example of advance organizers
#7-12: Anecdotal record form
#7-10: Tutorial on learning contracts
#7-11: Example of learning contract
#7-13: Tutorial on peer learning groups
#7-14: Tutorial on journal writing
#7-15: Tutorial on case records
#7-16: Example of personal interview
#7-5: Learning Styles
#7-7: Tutorial: Integrated Learning Systems
#7-8: Summary: Adult education computer assisted instruction/ILS
#7-3: Student needs questionnaire

SERVICE

Focus Area 7: Curriculum & Instruction

Indicator Seven: The adult education program has curriculum and instruction geared toward individual students' needs and learning styles.

Descriptor 7.2 **Existence of *student goal-setting process* linked to decisions of instructional materials, approaches, and strategies.**

Measured by:

- ✓ Student goal-setting

Module 1: Student Goal-Setting

Why? Instructional materials, approaches and strategies directly impact student success in setting and attaining goals.

How? A. Identify the existence of student goal-setting materials. Ensure that student goals are considered in identification of instructional materials and teaching strategies.

B. Integrate goal-setting into the curriculum. Students must be taught how to plan their future, giving them more control over their life. Achieving a satisfactory degree of self-direction, however, often eludes many adult education students. Part of the problem is that adults are often striving for self-control, not only in their knowledge-base, but also in other realms of their life, including physically and emotionally. Facilitators, therefore, can assist students in goal-setting within the student's holistic framework.

Most people CAN become more self-directed in their learning. There are three factors to assist students in learning self-guidance:

- Demonstrate that control in decision-making can lead to greater self-direction.

Module 1: Student Goal-Setting, cont.

- Discuss with students the importance of time management on goal completion
- Explain short term goal-setting.

Integrate into the curriculum instructional activities that help assess student goals. These may include: learning contracts, cooperative learning strategies, journal writing, case records, interviews, conferences, and performance-based activities.

Help students determine where they are and where they want to be. Together, map out a tentative route. Provide outlines to aid students in learning to organize their thinking and to help them move from step A to step B.

With the onset of performance-based funding, short term goals are going to be extremely important. Teachers will need to provide evidence that each student has met his/her goal within a specified period of time.

Resources for Module 1:

#7-4:	Student goal-setting questionnaire
#7-10:	Tutorial on learning contracts
#7-11:	Example of learning contracts
#7-13:	Tutorial on peer learning groups
#7-14:	Tutorial/Example on journal writing
#7-15:	Tutorial/Example on case records
#7-16:	Example of personal interview
#7-17:	Literacy Completion Points
#7-18:	GED Standard Score Increases and Fee Increases

SERVICE

Focus Area 7: Curriculum & Instruction

Indicator Seven: The adult education program has curriculum and instruction geared to individual students needs and learning styles.

Descriptor 7.3 ***Instructional strategies* used in relationship to prevalent learning styles.**

Measured by:

- ✓ Learning environment
- ✓ Learning styles

Module 1: Learning Environment

Why? Successful instruction incorporates individual student differences and provides a learning environment that welcomes diversity.

How? A. Identify that instructional plans incorporate the educational experiences of all groups. Conduct and document interviews with teachers to ensure that the learning environment nurtures growth and exploration for all students.

B. The term "multicultural" has grown to represent those not only of specific color or ethnic groups, but also those of various religions and social classes. A school culture must have, as its primary focus, the equal opportunity of educational experiences for all groups within the setting.

Realize the diversity that adult learners' motivation reflects diversity within the educational setting. Adult learners desire to:

- gain or retain employment,
- appease family or parents,

- satisfy a judicial or a public assistance agency requirement by receiving alternative schooling.
- address personal plans that require a GED based on standard diploma.

Module 1: Learning Environment, cont.

Effective facilitators appreciate the diversity of all students and strive to provide a school culture that accepts and encourages their uniqueness.

Identify steps that enhance the learning environment. The term "learning" relates to a long-term change in one's behavior. This change may be a result of study, training, and/or experiences. Learning may encourage new ways of interacting with others and promote personal growth. Numerous factors influence how a person learns. The following steps create a positive learning environment:

- Match the curriculum to the student's present self-concept.
- Build on the student's prior learning and experiences.
- Provide a reason for the student to learn what is taught.
- Structure the emotional climate to be positive and enthusiastic.
- Reward efforts, not just right answers.
- Give immediate feedback to student responses.
- Inject different methods of teaching into the curriculum to prevent boredom.
- Allow students to be part of the curriculum planning process.
- Determine the needs of individual students, and then build curriculum and instruction around those needs.
- Refer to the Florida Revised Adult Basic Education Curriculum Frameworks.
- Develop curriculum that enhances employability skills.

Resources for Module 1:

#7-13: Tutorial: Peer-learning groups

Descriptor 7.3: Instructional strategies used in relationship to prevalent learning styles.

Module 2: Learning Styles

Why? Adult learners learn in a variety of ways. Identifying the learning styles of the students and designing appropriate instruction targeted at each learning style ensures that individual student needs are being met.

How? A. Document the existence of Learning Style inventories for each student. Identify in the instructional approach that learning is designed around different learning styles.

B. Conduct a learning style workshop for teachers and staff. Explain that we all have certain ways in which we learn best. These are called learning styles. Students may prefer more than one learning style.

Identify the *five types of learning styles*.

a.	**visual**	**(learns by seeing)**
b.	**haptic and kinesthetic**	**(learns by touching)**
c.	**interactive**	**(learns by talking)**
d.	**auditory**	**(learns by listening)**
e.	**print-oriented**	**(learns by reading & writing)**

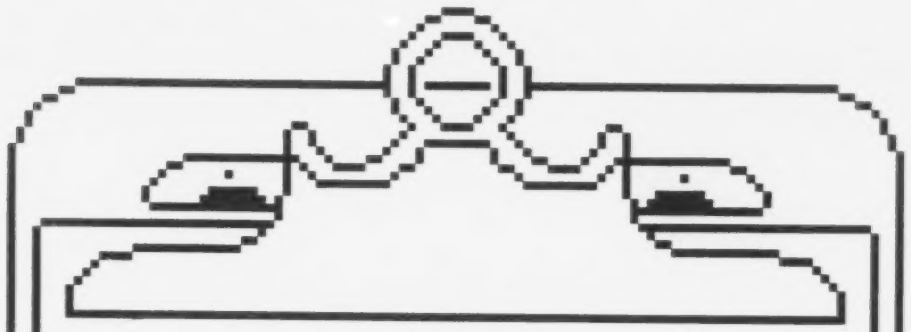
Assess students to determine their preferred learning style. Helping adult learners identify their favored learning style may also help them understand their lack of success in some previous learning environment.

Structure the learning environment to accommodate students' differing learning styles. Vary activities and balance instructional strategies in the classroom.

Resources for Module 2:

#7-5: Table: Learning styles

#7-6: Tutorial: Learning styles



Teacher/Administrator Evaluation Checklist

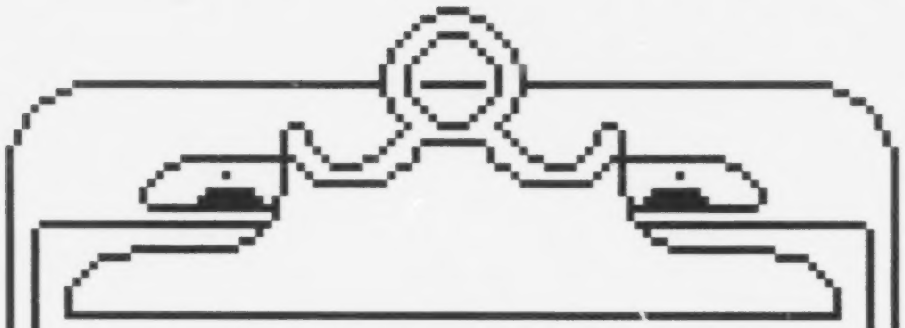
Evaluator: _____ Evaluatee: _____

Indicator Seven: Curriculum & Instruction

Teacher ☐ Administrator ☐

DO I...

- ☐ Employ models of teaching in my instruction, such as advance organizers?
- ☐ Implement teaching tools such as learning contracts and case records, that are conducive to recognizing the uniqueness of each student?
- ☐ Have computer-assisted instruction?
- ☐ Act as a facilitator?
- ☐ Identify individual student needs?
- ☐ Model goal-setting, as the student's facilitator?
- ☐ Integrate instructional tools, such as case records, journal writing, learning contracts, and performance-based activities which promote student goal-setting?



Teacher/Administrator Evaluation Checklist

Evaluator:_____Evaluatee:_____

Indicator Seven: Curriculum & Instruction

Teacher ☐ Administrator ☐

DO I...

- ☐ Help students break down their long term goals into small attainable steps?
- ☐ Identify unique characteristics of student?
- ☐ Provide a learning environment that allows multi-cultural students to flourish?
- ☐ Assess students to determine their preferred learning styles?
- ☐ Employ teaching methods that consider the learning styles of all students?
- ☐ Identify and employ methods such as the Myers-Briggs Instrument to assist me in meeting individual students' learning styles?

SERVICE

Focus Area 8: Support Services

Indicator Eight: Program identifies students' needs for support services and makes them available to students either directly or through referral to other educational and/or service agencies.

Overview

Networks of both public and private agencies work in unison to meet the needs of adult education students. Specific roles of numerous support agencies are addressed in this section.

Networking has become even more crucial in Florida, particularly because of its population growth of immigrants who usually have limited English proficiency and often are under-prepared for the workforce challenge. Other essential factors that support collaboration among agencies are identified.

Florida Educational Quality Indicator Program (EQuIP)

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Focus Area Eight: Support Services

Indicator Eight: ***Program identifies students' needs for support services and makes them available to students either directly or through referral to other educational and/or services agencies.***

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SERVICE

Focus Area 8: Support Services

Indicator Eight: Program identifies students' needs for support services and makes them available to students either directly or through referral to other education and/or service agencies.

Descriptor 8.1 **Procedures used to identify and provide *student support service needs.***

Measured by:

✓ Meeting students' needs through support services

Module 1: Meeting Students' Needs Through a network of Support Services

Why? As society changes, educational, social, and employment needs also change. Adult education programs that collaborate with State and National agencies have a better opportunity of meeting the needs of the adult learner.

How? A. Document existence of entrance interviews, student self-reports, etc. that identify the need for support services.

B. Use entrance interviews, teacher reports and student self-reports to identify support services that focus on needs of students. Establish partnerships with other agencies to ensure that the students' needs are being met. Florida supports an extensive range of educational opportunities for adults, employing networking of both public and private agencies. These include

- public schools
- correctional institutions
- governmental agencies
- volunteer organizations
- social/health institutions
- non-profit community-based agencies
- public community colleges
- public libraries
- universities
- employers
- military bases

Module 1: Meeting Students' Needs Through Support Services, cont.

Establish partnerships and referrals with some of the agencies listed below. Collaboration with community-based organizations and other support services will ensure that student's needs are being met.

Resources for Module 1:

#8-2: Overview of Florida Support Network
#8-3: List of Support Services

SERVICE

Focus Area 8: Support Services

Indicator Eight: Program identifies students' needs for support services and makes them available to students either directly or through referral to other education and/or service agencies.

Descriptor 8.2 ***Agreements or linkages*** **between the program and service providers for education, social, health, and employment referrals.**

Measured by:

- ✓ Agency linkages in adult education

Module 1: Agency Linkages in Adult Education

Why? Agreements among agencies promote adult education goals, by providing a network that enhances the likelihood of students attaining their goals.

How? A. Document agreements or linkages currently established with state and local agencies (i.e., letters of agreement, referral forms, etc.).

B. Identify that the need for Florida adult education programs to network and link with service providers for education, social, health, and employment agency assistance is a result of several factors. They include:

- Population growth
- Educational Achievement
- Immigration
- Economic Development
- Social Change

Module 1: Agency Linkages in Adult Education, cont.

To address these needs, Florida has several adult education service providers. They include:

- school districts
- community colleges
- Miccosukee and Seminole Indian tribes
- the Correctional Education School Authority
- community-based agencies
- employers
- libraries
- universities

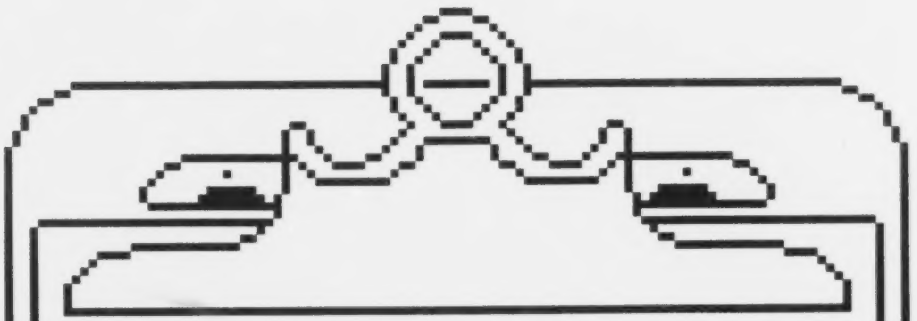
The basic goals of these adult education programs are to

- provide education to attain literacy
- provide education for job attainment and retention
- provide a level of education for students to attain completion of secondary education.

Review current trends and statistics to ensure that your adult education program is linking with the proper providers in your area.

Resources for Module 1:

#8-4: 1996-97 Report of Adult Education



Teacher/Administrator Evaluation Checklist

Evaluator:_____ Evaluatee:_____

Indicator Eight: Support Services

Can I...

- ☐ Identify the plethora of support services available to adult education programs?
- ☐ Define the Job Training Partnership Act?
- ☐ Define the Carl Perkins Vocational and Applied Technology Act?
- ☐ Define the Food Stamp Employment & Training Program?
- ☐ Define the Job Opportunities and Basic Skills Program?
- ☐ Identify appropriate agencies to assist in adult education goals?
- ☐ Discuss the importance of agency linkages to the attainment of goals in adult education programs?

SERVICE

Focus Area 9: Staff Development

Indicator Nine: The program has an ongoing staff development process, considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.

Overview

Effective staff development focuses on the needs of the staff. These needs include recognizing the existence of the physical, mental, and the emotional self. Assessing those needs leads to a more efficient and more productive staff for adult learners.

Staff development is most effective when it considers the experiential base of the trainees, appropriateness for the involved participants, and aligns training with a needs assessment. New staff members, full and part-time staff members, and volunteers can all benefit from training and evaluation of staff performance.

Florida Educational Quality Indicator Program (EQuIP)

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Focus Area Nine: Staff Development

Indicator Nine: ***Program has an ongoing staff development process, considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.***

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SERVICE

Focus Area 9: Staff Development

Indicator Nine: Program has an ongoing staff development process, considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.

Descriptor 9.1 Process for ***identifying staff development needs.***

Measured by:

- ✓ Needs assessment

Module 1: Needs Assessment

Why? Identifying staff needs helps program administrator in planning staff development activities.

How? 1. Identify records of needs assessments received from program staff. Show how the Needs Assessment was used in planning staff development activities.

2. Survey the staff to determine their in-service needs. Review current job descriptions to evaluate the presence or absence of necessary skills. Carefully review the needs assessment information and prescribe appropriate training.

3. Identify the components of an effective adult educator. The purpose of staff development training is to build competent adult educators. Consider the needs of both teachers and students in staff development training to adequately insure meaningful training for participants. This approach is often referred to as "*humanistic*" staff development.

Humanistic training requires implementing processes in staff development that target the needs of the learner. The intellectual, emotional, and physical energies we all possess have value. Training sessions should address all of these, and thus, produce a more cooperative, productive staff.

Staff development in adult education needs to consider the *intellectual* nature of the trainee. This nature is the thinking, problem-solving, and reasoning energy we all possess. **When stimulated, most learners enjoy engaging their mental energies.**

The *emotional energy* refers to one's feelings, which strongly influence our behavior. Consequently, effective staff development helps trainees to recognize and respond to their feelings. Emotional energy promotes self-awareness enabling the trainee to become more aware of the role emotions play in influencing the whole self.

The *physical energy* is one's body. The relationship between physical and emotional energies can be triggered by anxiety, fear, and conflict often resulting in an unhealthy body that suffers from pain, tension, disease, etc. Trainees need opportunities to experience activity during training sessions. Workshops lacking physical activity often result in physically uncomfortable participants, who may become restless, inattentive, and indifferent. Standing, small group work, and partner exercises enable trainers to successfully engage trainees on task.

4. Traditional staff development frequently fails to address the trainees' emotional, physical, and higher selves. Often, only the mental energy is "trained". As stated by such educational leaders as Rogers, Maslow, and Moustakas, all energies (physical, emotional, and mental) are interrelated. Target training is possible in all areas, as is learning possible in all areas. Although scheduling and time factors may impede activities that address the "whole" self, efforts to provide humanistic training will result in more meaningful staff training in adult education programs.

SERVICE

Focus Area 9: Staff Development

Indicator Nine: Program has an ongoing staff development process, considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.

Descriptor 9.2 **Kinds of *pre-service and in-service* staff development available.**

Measured by:

- ✓ Experiential-based Staff Development
- ✓ Transactional Methods for Staff Development and Training

Module 1: Experiential-based Staff Development

Why? To ensure that staff development workshops consider the past experiences of trainees and encourage participation.

How? 1. Obtain a schedule of staff development and In-service workshops. Peruse workshop evaluations to determine if the training incorporated past experiences of trainees and extended their current experiences to new levels.

2. Plan staff development around the needs of the participants. Consider past, present, and future experiential bases old all staff members when planning activities.

- Pull from ***past*** experiences of trainees.
- Build on past experiences with participatory training exercises. Participatory training extends the ***current*** experiences of the staff to new levels, and/or it provides a different perspective for trainees to redefine ***past*** experiences.
- Incorporate an action component as a bridge to trainees' ***future*** experiences.

Module 1: Experiential-Based Staff Development, cont.

3. Identify the six principles of facilitation and have trainers model facilitative learning during staff development.

Resource for Module 1:

 # 9-5: Section 353 Program Abstracts

 # 9-7: The Six Principles of Facilitation

Descriptor 9:2 Kinds of pre-service and in-service staff development available.

Module 2: Transactional Methods for Staff Development and Teaching

Why? To identify specific methods which employ transactional processes.

How? 1. Identify specific staff development workshops that assist teachers in transitioning from lecturer to facilitator.

2. Provide training that assists teachers in transitioning from a lecturing, often authoritarian role to a role of facilitator. The role of facilitator creates a learning environment that incorporates a transactional process between teachers and learners. Traits of transactional processes between facilitator and learners include:

- a democratic, collaborative effort
- a mutual interaction encompassing challenges, critical reflections, sharing, assistance, and risk-taking
- acceptance that both teacher and students are partners in learning
- awareness that questioning, dissension, and criticism are natural and desirable traits of collaborative learning environments, all of which can promote personal growth.
- awareness that timing is important in balancing the collaborative necessities of confrontation and criticism with the other essential traits like caring and understanding.

Module 2: Transactional Methods for Staff Development and Teaching, cont.

3. Examine methods that explore a facilitative role. Adult education literature is full of resources related to the transactional process. Focus on interpersonal skills that are conducive to effective adult education facilitation. These include possessing self-confidence, enthusiasm, responsiveness, creativity, and informality. A sense of caring, trust, and encouragement are also paramount in such a collaborative arrangement.

Methods and techniques abound which complement the development of a transactional process between the facilitator and the learners. Four specific approaches are examined here: ***discussion, learning contracts, mentoring, and case method. For more information on these methods, see Resource 9-8: Methods of Facilitation.***

Resources for Module 2:

9-1: Tutorial: Steps to effective discussions *
9-6: Tutorial: Peer learning groups
9-2: Learning contracts (& examples)*
9-3: Mentoring Information*
9-4: Facilitating the Case Method*
9-8: Methods of Facilitation*

*** Source:**
Galbraith, M.W. (Ed).(1991). Facilitating adult learning. Malabar: Krieger.

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SERVICE

Focus Area 9: Staff Development

Indicator Nine: Program has an ongoing staff development process, considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.

Descriptor 9.3 **Number and percent of *staff involved* in staff development and activities.**

Measured by:

- ✓ Degree of staff involvement in staff development
- ✓ Full-time, part-time and volunteer staff members

Module 1: Degree of Staff Involvement in Staff Development

Why? To ensure that staff are involved in staff development activities.

How? 1. Document attendance at staff development workshops. Compare attendance records with personnel records to determine the number and percent of staff involved.

2. Identify through needs assessment, the factors that influence participation in staff development activities. Adult educators will attend staff development activities when the programs provide content applicable to their own setting. The number of participants potentially increases when:

- the training helps teachers overcome specific deficiencies
- their participation counts toward certification requirements
- programs include future skills and competencies necessary to perform their job

Four factors that encourage successful staff development include:

- appropriate training for participants
- proper identification of those needing training
- determination of specific levels of training for staff members
- providing competency-based training

Module 1: Degree of Staff Involvement in Staff Development, cont.

3. **Benefits** of trainee involvement in staff development include :

- updating knowledge and skills. The technology explosion provides resources never before available. Training keeps educators abreast of evolving databases.

- becoming aware of changes within individual communities, as well as societal changes.

- learning methods and instructional processes linked to current research in the field. Many educators do not notice research advances because of the time required to stay current. Staff development can reduce lengthy individual research.

Descriptor 9.3 Number and percent of staff involved in staff development activities.

Module 2: Full-time, Part-time and Volunteer Staff Members

Why? Staff development should include all members of the adult education program. Part time and volunteer staff members bring a wealth of knowledge to the learning environment and deserve the same opportunities for growth as full time members do.

How? 1. Identify participation in staff development workshops by documenting attendance. Compare attendance sheets with personnel records to ensure that all staff members are attending workshops.

2. Identify the job descriptions of full-time and part-time staff. Part-time teachers are usually experts in their field and have little charge for the educational process other than those related to the course(s) they teach. However, full-time teachers are often in charge of the total planning process that includes:

- integrating courses
- needs assessment
- curriculum development
- long-term planning
- recruitment

Therefore, full-time teachers may require specialized skills to perform a variety of duties. Part-time employees enhance the administration's goal to meet the diverse facets of adult learners. When planning staff development for part-time employees, administrators need to recognize that research shows that part time adult education staff:

- are diverse, mobile, and responsive;
- do not have professional preparation in adult education;
- function best with a flexible structure to accommodate adult learners' needs;

- are individuals who have a full-time job and are working part-time to supplement their income.

Utilize a needs assessment instrument to define the specific needs of full-time, part-time and volunteer staff. Provide training based on teachers' identified needs.

Identify strategies to promote effective utilization of volunteers. It is the administrator's responsibility to structure and monitor the training for volunteers. The following steps may assist in this endeavor:

- compile a job description, in writing, for volunteers;
- identify time frames and particular duties;
- assess appropriate ways to recruit and screen potential volunteers;
- provide orientation and training;
- define steps to continuously and consistently assess performance;
- include ceremonies to extol contributions of volunteers.

SERVICE

Focus Area 9: Staff Development

Indicator Nine: Program has an ongoing staff development process, considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.

Descriptor 9.4 Kinds of ***staff performance*** appraisal activities.

Measured by:

✓ Staff performance evaluation

Module 1: Staff Performance Evaluation

Why? Performance evaluations are an important part of staff development. Evaluations provide direction for professional improvement and allow evaluators and evaluatees an opportunity to re-align goals.

How? 1. Identify and document the existence of staff performance evaluations.

2. All employees are entitled to an evaluation of their performance. The purpose of performance appraisals is to provide direction for professional improvement and growth. Ultimately, staff performance evaluations need to reinforce the attainment of school goals.

Identify pre-determined objectives to conduct staff evaluation. Adult educators need to know the skills they are expected to possess in their performance.

Module 1: Staff Performance Evaluation, cont.

Six reasons for implementing appraisal activities include those which:

- foster the self-development of employees
- identify the specific tasks an employee is capable of doing
- determine staff development priorities
- improve individual performance
- decide about retaining or dismissing an employee
- conclude the proper placement, transfer, or promotion of an employee

Encourage staff to develop their personal objectives and goals.
Provide timely feedback on their attainment of objectives and goals.

SERVICE

Focus Area 9: Staff Development

Indicator Nine: Program has an ongoing staff development process, considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.

Descriptor 9.5 ***Staff orientation*** activities for new staff members.

Measured by:

- ✓ Existence of Orientation for new staff members

Module 1: Orientation for New Staff Members

Why? Orientation into the new environment helps new staff members focus on the mission of the adult education program.

How? 1. Document existence of Orientation workshops. Use attendance records to determine the number and percent of new staff attending orientation.

2. Identify the purposes of new staff member orientation. Orientation helps new staff members focus on the mission of the adult education program. All education settings have unique populations and community dynamics. Sharing one's knowledge of the community's population with staff members assists them in feeling more connected with the whole mission of the school.

Identify specific categories that are germane to the needs of new staffers. These include familiarization with:

- the school's mission, culture, and philosophy
- the school's goals and objectives, both long and short term, as well as methods to accomplish these goals
- policies, such as staff meetings, referral procedures, and tests, selection and utilization
- procedures for curriculum and instruction development/design

Module 1: Orientation for New Staff Members, cont.

Implement a coaching/buddy system at your school to assist new staff members in orientation to their new roles. A buddy system pairing a veteran educator with a new staff member promotes acceptance and harmony among employees. This approach will most likely ensure that new staff members are aware of their specific roles related to each category previously addressed.

SERVICE

Focus Area 9: Staff Development

Indicator Nine: Program has an ongoing staff development process, considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.

Descriptor 9.6 ***Staff perspectives*** on staff development activities.

Measured by:

- ✓ Workshop evaluations

Module 1: Workshop evaluations

Why? Assess that teachers are major stakeholders in staff development activities of which they partake. Consequently, they deserve a voice in providing input into staff development activities aligned to their specific interests and needs.

How? 1. Identify the existence of workshop evaluations. Determine if staff has opportunities to share comments and additional needs with the workshop facilitator.

2. Identify specific characteristics of the group. Design a checklist of questions to ask a potential trainer for staff development activities (What size group will you facilitate? Is this a required or voluntary workshop? How will they be evaluated, etc.).

Staff development trainees evaluate the effectiveness of the workshop in two ways, using ongoing and concluding evaluation.

Ongoing evaluation from the trainees provides immediate feedback and can alert the trainer of necessary changes, as in pacing or format.

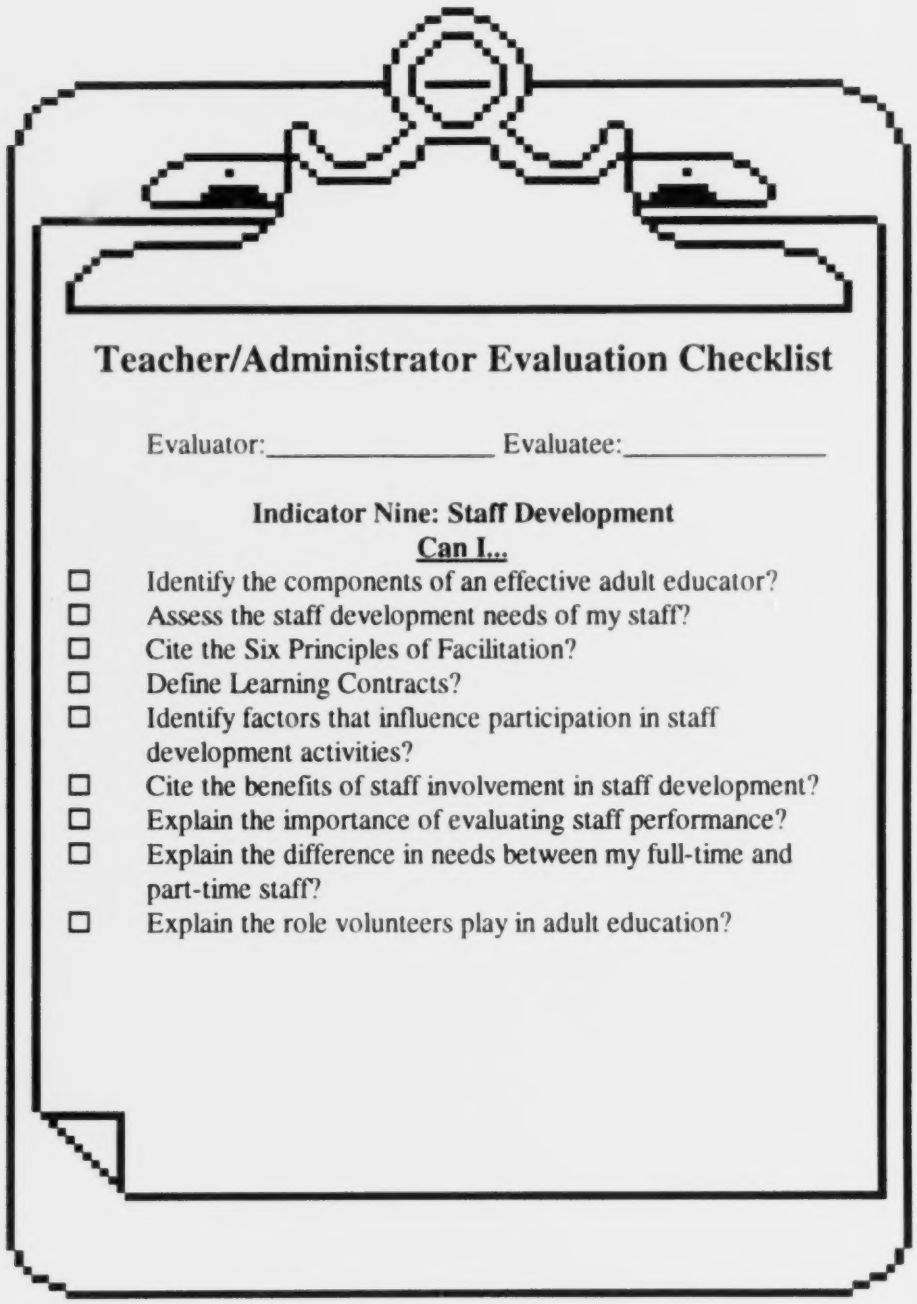
Techniques to engage the trainees in ongoing evaluation include:

- ✓ asking for a one-word description of their current feelings toward the training;
- ✓ asking for an oral response on a scale of 1 to 10 regarding their response to the workshops;
- ✓ asking if there are any problem areas that need re-addressing.

Concluding evaluations provide the trainees an opportunity to holistically evaluate the training. Their perspectives on whether the stated goals and their expectations have been met will provide valuable input for future staff development training. Training may provide feedback such as:

- the least and most useful section of a workshop;
- the activities least and most favored;
- positive and negative feelings regarding the training experience;
- specific new skills acquired;
- suggestions for additional training.

Encouraging trainees to become stakeholders and relate their perspectives on staff development with other participants ensures more valuable training programs.



Teacher/Administrator Evaluation Checklist

Evaluator:_____ Evaluatee:_____

Indicator Nine: Staff Development

Can I...

- ☐ Identify the components of an effective adult educator?
- ☐ Assess the staff development needs of my staff?
- ☐ Cite the Six Principles of Facilitation?
- ☐ Define Learning Contracts?
- ☐ Identify factors that influence participation in staff development activities?
- ☐ Cite the benefits of staff involvement in staff development?
- ☐ Explain the importance of evaluating staff performance?
- ☐ Explain the difference in needs between my full-time and part-time staff?
- ☐ Explain the role volunteers play in adult education?

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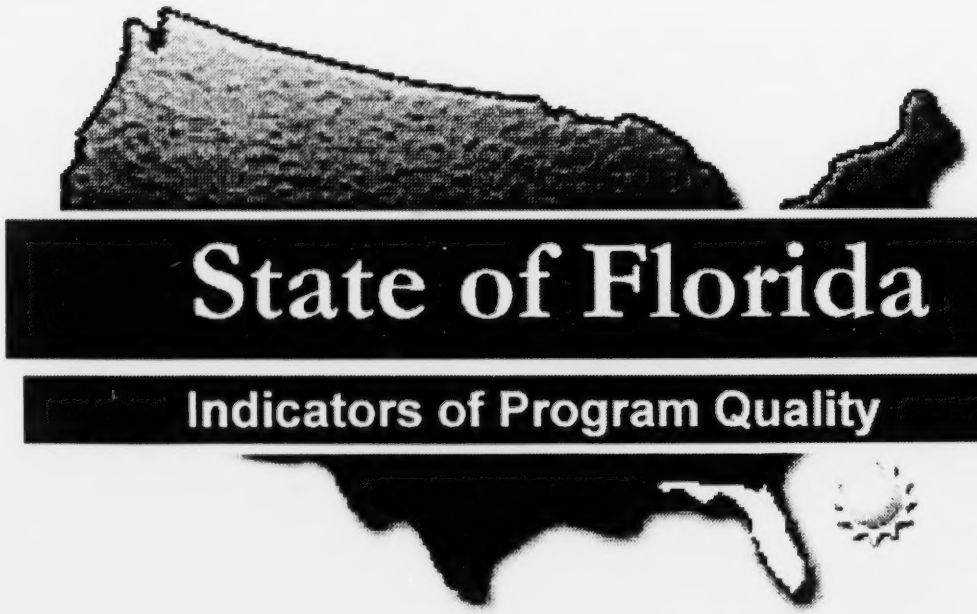
Educational Quality Indicator Program EQuIP

Special Populations

Workbooks for:

Adult Secondary
Adults with Disabilities
ESOL
GED
Vocational Prep
Volunteers in Literacy



State of Florida

Indicators of Program Quality

Adult Secondary Education Workbook

Developed by Florida IDEAL @ Florida Atlantic University, with funds secured by an Adult Education Section 353 Grant, in cooperation with the Florida Division of Workforce Development

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Indicators of Program Quality
Adult Secondary Education
Workbook

Indicator One:	**Educational Gains**
Indicator Two:	**Educational Outcomes**
Indicator Three:	**Retention**
Indicator Four:	**Recruitment**
Indicator Five:	**Program Orientation**
Indicator Six:	**Program Planning and Evaluation**
Indicator Seven:	**Curriculum and Instruction**
Indicator Eight:	**Support Services**
Indicator Nine:	**Staff Development**

Indicators of Program Quality
Adult Secondary Population

Indicator One: Educational Gains

Learners demonstrate progress attainment of basic skills and competencies that support their educational needs.

1.1 Number of students demonstrating gains on standardized tests.

Measured by:
- ✓ State approved standardized test

Resources to consider: _____ _____ _____ _____

1.2 Number of students progressing in the program.

Measured by:
- ✓ course completion certificates
- ✓ completion of curricula framework for a particular course
- ✓ a matrix of all activities
- ✓ course milestones
- ✓ attendance and grade book entries
- ✓ progress reports

Resources to consider: _____ _____ _____ _____

1.3 Number and percent of student progressing in the program as determined by student portfolios.

Measured by:
- ✓ baseline information
- ✓ periodic grade sheets
- ✓ course completion date
- ✓ placement evaluation records
- ✓ IEP's needed for Level 1

1.3 Attainment of personal, academic, or career goals by participants.

Measured by
- ✓ needs assessment
- ✓ length of participation
- ✓ exit interviews
- ✓ characteristics of the population served, including demographic data, employment status, handicapped status, immigrants and numbers of high school drop-outs

Resources to consider: _____ _____

_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 1.1 1.2 1.3

Signed _____

Indicator Two: Educational Outcomes

Learners advance in the instructional program or complete program education requirements that allow them to continue their education or training.

2.1 Number of students advancing to a higher level of skills or competency.

Measured by
- ✓ proper placement at enrollment
- ✓ retention in program
- ✓ test scores

Resources to consider: _____ _____ _____ _____

2.2 Number of students attaining a GED or high school diploma.

Measured by:
- ✓ evidence of completion of the program
- ✓ enrollment vs. retention rates at beginning of the program

Resources to consider: _____ _____ _____ _____

2.3 Pre/Post status while in and after exiting from the program.

Measured by:
- ✓ as determined by FETPIP data
- ✓ alumni follow-up surveys
- ✓ achievement of personal goals

Resources to consider: _____ _____

Assessed _____ (date) Areas in need of improvement (circle all that apply) 2.1 2.2 2.3

Signed _____

Indicator Three: Retention

Learners remain in the program long enough to meet their immediate educational & employment goals and re-enter and exit as their goals change.

3.1 Number of students who remain in the program and attain immediate goals.

Measured by
- ✓ enrollment vs. drop-out rates
- ✓ exit interviews
- ✓ perception of learning environment (determined by student survey)
- ✓ average class size (student/teacher ratio)
- ✓ average cost
  - * per enrollee
  - * per credit hour
  - * per clock hour
- ✓ process in place for contacting frequently absent students

Resources to consider _____ _____
_____ _____

3.2 Number of students who re-enter the program within a specified period of time.

Measured by
- ✓ established tracking system
- ✓ re-entry interview

Resources to consider _____ _____
_____ _____

3.3 Number of students leaving the program for reasons unrelated to attainment of immediate adult education needs.

Measured by
- ✓ enrollment vs. drop-out rates
- ✓ exit interview
- ✓ instructor perception

Resources to consider _____ _____
_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 3.1 3.2 3.3

Signed _____

Indicator Four: Recruitment

Program successfully recruits the population in the community as identified by needs assessment.

4.1 Number of target population enrolled compared to local demographics.

Measured by:
- ✓ enrollment compared to demographic data
- ✓ census mapping to identify where the highest percentage of population reside
- ✓ local high school drop-out rates

Resources to consider: _____ _____ _____ _____

4.2 Types of recruitment activities performed for the program.

Measured by:
- ✓ defined orientation program of services in adult and community education
- ✓ referral rate by other agencies
- ✓ publicity campaigns (flyers, newspapers, etc.)
- ✓ outreach efforts (local agencies)
- ✓ community forums (church groups, etc.)

Resources to consider: _____ _____ _____ _____

4.3 Number of students enrolled with specific characteristics compared with the population with these characteristics in need of instruction.

Measured by:
- ✓ enrollment vs. Demographic data
- ✓ local needs assessment (by linking with community databases, HRD, mental health agencies, LEA's, LVA's Laubach, etc.)
- ✓ types of courses offered

Resources to consider: _____ _____ _____ _____

4.4 Collaborative relationships with public schools, libraries, governmental agencies, and volunteers for the identification of adults in need of adult education services.

Measured by
- ✓ existence of cooperative agreements with such agencies, etc
- ✓ inclusion of representatives from each group on advisory boards
- ✓ formalized networking procedure

Resources to consider _____ _____

_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 4.1 4.2 4.3 4.4

Signed _____

Indicator Five: Program Orientation

Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life.

5.1 References to adult education purposes, services, and target population(s) in program literature, policies and procedures.

Measured by
- ✓ established Mission Statement
- ✓ documentation in Policy and Procedure Manual
- ✓ documentation on applicable marketing material
- ✓ documentation of strategic plan
- ✓ documentation of publicity plan

Resources to consider _____ _____ _____ _____

5.2 Existence of documents, policies, and procedures which guide the operation of the adult education program.

Measured by
- ✓ philosophy statement developed for working with clientele
- ✓ confirming presence and availability of items
- ✓ policies and procedures in place for relating to Workforce Development

Resources to consider _____ _____ _____ _____

5.3 Scope of services provided to the adult population by the program site and/or other sites in the community.

Measured by
- ✓ questionnaires/surveys to participants
- ✓ inquiries to staff and other community leaders involved
- ✓ conducive learning environment (# of incidents of violence, weapons, vandalism, etc.)
- ✓ posted information bulletins on services available
- ✓ number of referrals made to other agencies
- ✓ some outside input

Resources to consider _____ _____ _____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 5.1 5.2 5.3

Signed _____

Indicator Six: Program Planning and Evaluation

Program has a planning process that is on-going and participatory, guided by evaluation and based on a written plan that considers community demographics, needed resources, economic trends, technological trends, and local labor market conditions.

6.1 Types and scope of program plans.

Measured by:
- ✓ an established site-accreditation team or self study team
- ✓ published schedule of public hearings
- ✓ identification of strategic plan
- ✓ program is consistent with State and Federal plans
- ✓ availability of funding sources at local levels
- ✓ matrix of program offered

Resources to consider: _____ _____ _____ _____

6.2 Business and Community input in program planning.

Measured by:
- ✓ business roundtable focused on adult education
- ✓ key decision-makers involved in planning
- ✓ identification of community leaders, agencies
- ✓ involvement in community forums
- ✓ program/participant survey
- ✓ telephone hotline

Resources to consider: _____ _____ _____ _____

6.3 Program evaluation activities

Measured by:
- ✓ various assessment methods
- ✓ on-going evaluations by staff, students and administrators
- ✓ clearly defined objectives with time lines

Resources to consider: _____ _____ _____ _____

6.4 Procedures for student tracking and follow-up.

Measured by
- ✓ determination of student tracking process
- ✓ procedures packet for tracking

Resources to consider: _____ _____ _____ _____

6.5 Student involvement in program planning and evaluation.

Measured by:
- ✓ student interview
- ✓ student representation on planning and policy board
- ✓ student evaluation teams
- ✓ teacher evaluation by students

Resources to consider: _____ _____ _____ _____

Assessed _____ (date) Areas in need of improvement (circle all that apply) 6.1 6.2 6.3 6.4 6.5

Signed _____

Indicator Seven: Curriculum and Instruction

Program has curriculum and instruction geared to individual student needs, goals, and learning styles.

7.1 Use of student needs assessment information in guiding the instructional process.

Measured by:
- ✓ identification of needs representative in the instruction
- ✓ student interviews and questionnaires concerning the instruction
- ✓ topics relevant to adult learners
- ✓ demonstrated relationship of teaching styles in response to learning styles

Resources to consider: _____ _____ _____ _____

7.2 Existence of student goal-setting process linked to decisions on instructional materials, approaches, and strategies.

Measured by:
- ✓ staff and student interviews
- ✓ goal-setting strategies
- ✓ individualized instructional plans

Resources to consider: _____ _____ _____ _____

7.3 Instructional strategies used and relationship to learning styles.

Measured by:
- ✓ learning style assessment
- ✓ identification of learning strategies (lecture, self-directed, discussion, etc.)
- ✓ organized sequence of courses
- ✓ sequential, individual, and competency-based
- ✓ utilizes a variety of techniques (individualized, peer teaching, small groups, etc.)
- ✓ learning plans/contracts

Resources to consider: _____ _____ _____ _____

7.4 Instructional resources, including technology, media, and libraries used to supplement instruction.

Measured by
- ✓ specific method documented to select and evaluate that utilizes both instructor and student input
- ✓ development of resource guide with cross-referencing
- ✓ materials appropriate for student abilities
- ✓ adult oriented materials

Resources to consider _____ _____

_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 7.1 7.2 7.3 7.4

Signed _____

Indicator Eight: Support Services

Program identifies students' needs for support services and makes services available to students directly or through referral to other educational and or service agencies.

8.1 Procedures used to identify and provide student support service needs.

Measured by:
- ✓ service guide of types and availability of support services (e.g. counseling, transportation, child care, etc.)
- ✓ student satisfaction surveys, and/or cooperative MAPS agreements, etc., demonstrate adequacy of services
- ✓ discrepancy survey between students needs and support needed

Resources to consider: _____ _____ _____ _____

8.2 Collaborative partnerships or linkages between the program and service providers for education, social, health, and employment referrals.

Measured by:
- ✓ adequacy of formal/informal agreements
- ✓ membership on various boards and advisory councils
- ✓ one-stops

Resources to consider: _____ _____ _____ _____

Assessed: _____ (date) Areas in need of improvement (circle all that apply) 8.1 8.2

Signed _____

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Indicator Nine: Staff Development

Program has an on-going staff development process that considers the specific needs of its faculty and staff, offers training in the skills necessary to provide quality instruction and includes opportunities for proactive and systematic follow-up.

9.1 Process for identifying staff development needs.

Measured by:
- ✓ staff interviews
- ✓ review process
- ✓ needs assessments and references to various positions
- ✓ staff and teacher turnover
- ✓ number of years teaching experience
- ✓ number of teachers teaching out of field

Resources to consider: _____ _____
_____ _____

9.2 Pre-service orientation and in-service staff development opportunities

Measured by:
- ✓ competency checklists
- ✓ percent of staff time devoted to in-service training
- ✓ documentation of all in-service & other applicable staff development programs
- ✓ regularly scheduled staff meetings
- ✓ orientation activities for new staff
- ✓ complaint or suggestions procedures intact

Resources to consider: _____ _____
_____ _____

9.3 Number of staff involved in staff development activities.

Measured by:
- ✓ records of attendance in activities
- ✓ memberships in adult education professional associations
- ✓ presentations to local, state, and national professional association conferences

Resources to consider: _____ _____
_____ _____

9.4 Staff performance procedures.

Measured by:
- ✓ district evaluation
- ✓ identification of specific job descriptions
- ✓ staff portfolios
- ✓ peer evaluations in reference to benchmark items
- ✓ self-evaluation checklists developed

Resources to consider: _____ _____
_____ _____

9.5 Staff perspectives on staff development activities.

Measured by:
- ✓ attitude survey regarding staff development
- ✓ attendance at in-service or staff development activities
- ✓ requests for attending professional workshops
- ✓ mentoring program for new teachers
- ✓ follow-up evaluations on in-service/staff development
- ✓ technology available for staff use and/or training available in technology
- ✓ mentoring of new teachers (job shadowing of experienced teachers)

Resources to consider: _____ _____
_____ _____

9.6 Staff perspectives on staff development activities.

Measured by:
- ✓ attitude survey regarding staff development
- ✓ attendance at in-service or staff development activities
- ✓ requests for attending professional workshops
- ✓ employee suggestions box
- ✓ follow-up evaluations on in-service/staff development
- ✓ technology available for staff use and/or training available in technology

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)
(date) 9.1 9.2 9.3 9.4 9.5 9.6

Signed _____

State of Florida

Indicators of Program Quality

Adults with Disabilities Workbook

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Indicator Eight:	**Support Services**
Indicator Nine:	**Staff Development**

Indicators of Program Quality
Workbook

Indicator One: Educational Gains

Learners demonstrate progress attainment of basic skills and competencies that support their educational needs.

1.1 Number of students demonstrating gains on standardized tests.

Measured by:
- ✓ CASAS (tests for special populations)
- ✓ Brigance Life Skills Inventory and Employment Skills Inventory
- ✓ K-Fast (Kaufman Functional Academic Skills Test)
- ✓ CTAB (Comprehensive Test of Adaptive Behavior)
- ✓ AMES (Adult Measure of Essential Skills)
- ✓ TABE 7 and 8 (Tests of Adult Basic Education

Resources to consider: _____ _____
_____ _____

1.2 Number of students progressing in the program as reported by teachers.

Measured by:
- ✓ course completion certificates
- ✓ completion of curricula framework for a particular course
- ✓ a matrix of all activities
- ✓ course milestones
- ✓ attendance and grade book entries
- ✓ progress reports
- ✓ Completion of LCPs

Resources to consider: _____ _____
_____ _____

1.3 Number of students progressing in the program as documented by student portfolio assessment.

Measured by:
- ✓ baseline information
- ✓ pre-testing results/post-testing
- ✓ periodic grade sheets
- ✓ course completion date
- ✓ placement evaluation records
- ✓ portfolio evaluations

Resources to consider: 164 _____
_____ _____

1.4 Number of students progressing in the program as determined by student self-reports.

Measured by:
- ✓ perception from student regarding educational climate and overall effectiveness of the program
- ✓ self-report checklist to include assessments on barriers to participation and perception of ones progress
- ✓ mentor/mentee opportunities
- ✓ number of students volunteering in the program
- ✓ learning contracts and peer learning
- ✓ staff attendance
- ✓ periodic surveys from teachers

Resources to consider: _____ _____ _____ _____

1.5 Attainment of personal, academic, or career goals by participants.

Measured by:
- ✓ empowerment issues
- ✓ needs assessment
- ✓ enrollment numbers
- ✓ length of participation and exit interviews
- ✓ characteristics of the population served, including demographic data, employment status, handicapped status, immigrants and numbers of high school drop-outs
- ✓ summative evaluation

Resources to consider: _____ _____ _____ _____

Assessed: _____ (date) Areas in need of improvement (circle all that apply) 1.1 1.2 1.3 1.4 1.5

Signature _____

Indicator Two: Educational Outcomes

Learners advance in the instructional program or complete program education requirements that allow them to continue their education or training.

2.1 Number of students advancing to a higher level of skills or competency in the program.

Measured by:
- ✓ proper placement at enrollment
- ✓ retention in program
- ✓ progress reports
- ✓ test scores LCPs as determined in the curriculum frameworks

Resources to consider: _____ _____

_____ _____

2.2 Number of students leaving this program and transitioned to other education and training programs which require higher level of skills or competency.

Measured by:
- ✓ evidence of completion of program
- ✓ test scores
- ✓ employment entry
- ✓ avocational changes
- ✓ family role changes
- ✓ entrance into Transitional Options (See AWD Funding Matrix)

Resources to consider: _____ _____

_____ _____

2.4 Pre/Post status while in and after exiting from the program

Measured by:
- ✓ change in income
- ✓ change in employment
- ✓ change in job status
- ✓ stopped receiving AFDC or Food Stamps
- ✓ increased self-esteem
- ✓ achievement of personal goals

Resources to consider: _____

_____

Assessed: _____ (date) Areas in need of improvement (circle all that apply) 2.1 2.2 2.3 2.4

Signature _____

Indicator Three: Retention

Learners remain in the program long enough to meet their immediate educational & employment goals and re-enter and exit as their goals change.

3.1 Number of students who remain in the program and attain immediate goals.

Measured by:
- ✓ enrollment vs. drop-out rates
- ✓ exit interviews
- ✓ perception of learning environment
- ✓ average class size (student/teacher ratio)
- ✓ average cost * per enrollee
  * per credit hour
  * per clock hour
- ✓ units of credit awarded each student
- ✓ process in place for contacting frequently absent students

Resources to consider: _____ _____
_____ _____

3.2 Number of students leaving the program for reasons unrelated to attainment of immediate adult education needs.

Measured by:
- ✓ enrollment vs. drop-out rates
- ✓ exit interview
- ✓ instructor perception
- ✓ number of suspensions (in and out of school)
- ✓ number of expulsions

Resources to consider: _____ _____
_____ _____

3.3 Number of students who re-enter the program within a specified period of time.

Measured by:
- ✓ student re-entrance into adults with disabilities programs
- ✓ student tracking in adults with disabilities programs

Resources to consider: _____ _____
_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 3.1 3.2 3.3 3.4

Signature _____

Indicator Four: Recruitment

Program successfully recruits the population in the community as identified by needs assessment.

4.1 Types of recruitment activities performed for the program.

Measured by:
- ✓ defined orientation program of services in adult and community education
- ✓ referral rate by other agencies
- ✓ publicity campaigns (flyers, newspapers, etc.)
- ✓ outreach efforts (local agencies)
- ✓ community forums (church groups, etc.)

Resources to consider: _____ _____
_____ _____

4.2 and Collaborative relationships with public schools, libraries, governmental agencies, volunteers for the identification of adults in need of adult education services.

Measured by:
- ✓ existence of cooperative agreements with such agencies, etc.
- ✓ inclusion of representatives from each group on advisory boards

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)
(date) 4.1 4.2

Signature _____

Indicator Five: Program Orientation

Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life.

5.1 References to adult education purposes, services, and target population(s) in program literature, policies and procedures.

Measured by:
- ✓ established Mission Statement
- ✓ documentation in Policy and Procedure Manual
- ✓ documentation on applicable marketing material
- ✓ documentation of strategic plan
- ✓ documentation of publicity plan

Resources to consider: _____ _____ _____ _____

5.2 Existence of documents, policies, and procedures which guide the operation of the adults with disabilities program.

Measured by:
- ✓ philosophy statement developed for working with clientele
- ✓ confirming presence and availability of items
- ✓ existence of guide for Volunteers
- ✓ directory of qualified Volunteers
- ✓ directory of Family Literacy Centers and Full Service Schools

Resources to consider: _____ _____ _____ _____

5.3 Scope of services provided to the adult population by the program site and/or other sites in the community.

Measured by:
- ✓ questionnaires/surveys to participants
- ✓ inquiries to staff and other community leaders involved
- ✓ secure a conducive learning environment (# of incidents of violence, weapons, vandalism, etc.)
- ✓ posted information bulletins on services available

Resources to consider: _____ _____ _____ _____

Assessed _____ (date) Areas in need of improvement (circle all that apply) 5.1 5.2 5.3

Signature _____

Indicator Six: Program Planning and Evaluation

Program has a planning process that is on-going and participatory, guided by evaluation and based on a written plan that considers community demographics, needed resources, economic trends, technological trends, and local labor market conditions.

6.1 Types and scope of program plans.

Measured by:
- ✓ an established site-accreditation team or self study team
- ✓ identification of strategic plan
- ✓ program is consistent with State and Federal plans
- ✓ availability of funding sources at local levels
- ✓ matrix of program offered

Resources to consider: _____ _____
_____ _____

6.2 Community input in program planning.

Measured by:
- ✓ identification of community leaders, agencies
- ✓ program/participant survey

Resources to consider: _____ _____
_____ _____

6.3 Program evaluation activities

Measured by:
- ✓ various assessment methods
- ✓ on-going evaluations by staff, students and administrators

Resources to consider: _____ _____
_____ _____

6.4 Procedures for student tracking and follow-up.

Measured by:
- ✓ DOE Database tracking system

Resources to consider: _____ _____
_____ _____

6.5 Student involvement in program planning and evaluation.

Measured by ✓ student interview

Resources to consider _____ _____

_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 6.1 6.2 6.3 6.4 6.5

Signature _____

Indicator Seven: Curriculum and Instruction

Program has curriculum and instruction geared to individual student needs, goals, and learning styles.

7.1 Use of student needs assessment information in guiding the instructional process.

Measured by
- ✓ identification of needs representative in the instruction
- ✓ topics relevant to adult learners
- ✓ demonstrated relationship of teaching styles in response to learning styles

Resources to consider: _____ _____ _____ _____

7.2 Existence of student goal-setting process linked to decisions on instructional materials, approaches, and strategies.

Measured by
- ✓ staff and student interviews
- ✓ goal-setting strategies
- ✓ individualized instructional plans

Resources to consider: _____ _____ _____ _____

7.3 Instructional strategies used and relationship to prevalent learning styles.

Measured by
- ✓ learning style assessment
- ✓ identification of learning strategies (lecture, self-directed, discussion, etc.)
- ✓ organized sequence of courses
- ✓ sequential, individual, and competency-based
- ✓ utilizes a variety of techniques (individualized, peer teaching, small groups, etc.)
- ✓ learning plans/contracts

Resources to consider: _____ _____ _____ _____

7.4 Instructional resources, including technology, media, and libraries used to supplement instruction.

Measured by
- ✓ specific method documented to select and evaluate that utilizes both instructor and student input
- ✓ materials should be appropriate for student abilities
- ✓ materials are adult oriented

Resources to consider _____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 7.1 7.2 7.3 7.4

Signature _____

Indicator Eight: Support Services

Program identifies students' needs for support services and makes services available to students directly or through referral to other educational and or service agencies.

8.1 Procedures used to identify and provide student support service needs.

Measured by: ✓ service guide of types and availability of support services (e.g. counseling, transportation, child care, etc.)

Resources to consider: _____ _____
_____ _____

8.2 Collaborative partnerships or linkages between the program and service providers for education, social, health, and employment referrals.

Measured by: ✓ adequacy of formal/informal agreements

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)
(date) 8.1 8.2

Signature _____

Indicator Nine: Staff Development

Program has an on-going staff development process that considers the specific needs of its faculty and staff, offers training in the skills necessary to provide quality instruction and includes opportunities for proactive and systematic follow-up.

9.1 Process for identifying staff development needs.

Measured by:
- ✓ staff interviews

Resources to consider: _____ _____ _____ _____

9.2 Pre-service orientation and in-service staff development opportunities

Measured by:
- ✓ percent of staff time devoted to in-service training
- ✓ documentation of all in-service & other applicable staff development programs
- ✓ orientation activities for new staff

Resources to consider: _____ _____ _____ _____

9.3 Number of staff involved in staff development activities.

Measured by:
- ✓ records of attendance in activities
- ✓ memberships in adult education professional associations
- ✓ presentations to local, state, and national professional association conferences

Resources to consider: _____ _____ _____ _____

9.4 Staff performance procedures.

Measured by:
- ✓ identification of specific job descriptions
- ✓ student-evaluation checklists developed (to meet IPAS goals)

Resources to consider: _____ _____ _____ _____

9.5 Staff perspectives on staff development activities.

Measured by
- ✓ attitude survey regarding staff development
- ✓ attendance at in-service or staff development activities
- ✓ requests for attending professional workshops
- ✓ follow-up evaluations on in-service/staff development

Resources to consider _____ _____

_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 9.1 9.2 9.3 9.4 9.5

Signature _____

State of Florida

Indicators of Program Quality

ESOL Workbook

Developed by Florida IDEAL @ Florida Atlantic University, with funds secured by an Adult Education Section 353 Grant, in cooperation with the Florida Division of Workforce Development

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Indicators of Program Quality
ESOL Population
Workbook

Indicator One:	**Educational Gains**
Indicator Two:	**Educational Outcomes**
Indicator Three:	**Retention**
Indicator Four:	**Recruitment**
Indicator Five:	**Program Orientation**
Indicator Six:	**Program Planning and Evaluation**
Indicator Seven:	**Curriculum and Instruction**
Indicator Eight:	**Support Services**
Indicator Nine:	**Staff Development**

Indicators of Program Quality
ESOL Workbook

Indicator One: Educational Gains

Learners demonstrate progress attainment of basic skills and competencies that support their educational needs.

1.1 Number of students demonstrating gains on standardized tests

Measured by: official transcripts
CASAS, TABE and Pre GED testing
HSCT or older SSAT scores

Resources to consider: _____ _____
_____ _____

1.2 Number of students progressing in the program as reported by teachers.

Measured by:
- ✓ course completion certificates
- ✓ completion of curricula framework for a particular course
- ✓ a matrix of all activities
- ✓ course milestones
- ✓ attendance and grade book entries
- ✓ progress reports

Resources to consider: _____ _____
_____ _____

1.3 Number of students progressing in the program as documented by student portfolio assessment.

Measured by:
- ✓ baseline information
- ✓ pre-testing results/post-testing
- ✓ periodic grade sheets
- ✓ course completion date
- ✓ placement evaluation records
- ✓ portfolio evaluations

Resources to consider: _____ _____
_____ _____

1.4 Number of students progressing in the program as determined by student self-reports.

Measured by:
- ✓ perception from student regarding educational climate and overall effectiveness of the program
- ✓ self-report checklist to include assessments on barriers to participation and perception of ones progress
- ✓ mentor/mentee opportunities
- ✓ number of students volunteering in the program
- ✓ learning contracts and peer learning
- ✓ staff attendance
- ✓ periodic surveys from teachers

Resources to consider: _____ _____
_____ _____

1.5 Attainment of personal, academic, or career goals by participants.

Measured by:
- ✓ empowerment issues
- ✓ needs assessment
- ✓ enrollment numbers
- ✓ length of participation and exit interviews
- ✓ characteristics of the population served, including demographic data, employment status, handicapped status, immigrants and numbers of high school drop-outs
- ✓ summative evaluation

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)
(date) 1.1 1.2 1.3 1.4 1.5

Signed _____

Indicator Two: Educational Outcomes

Learners advance in the instructional program or complete program education requirements that allow them to continue their education or training.

2.1 Number of students advancing to a higher level of skills or competency in the program.

Measured by:
- ✓ proper placement at enrollment
- ✓ retention in program
- ✓ progress reports
- ✓ test scores

Resources to consider: _____ _____ _____ _____

2.2 Number of students leaving this program and transitioned to other education and training programs which require higher level of skills or competency.

Measured by:
- ✓ evidence of completion of program
- ✓ graduation
- ✓ test scores
- ✓ employment entry
- ✓ avocational changes
- ✓ family role changes

Resources to consider: _____ _____ _____ _____

2.3 Number of students attaining a GED or high school diploma.

Measured by:
- ✓ evidence of completion of the program
- ✓ enrollment vs. retention rates at beginning of the program
- ✓ number of students enrolled in each of four (4) literacy levels

Resources to consider: _____ _____ _____ _____

2.4 Number of students who attained employment or upgraded employment position after exiting the program.

Measured by
- ✓ exit interviews
- ✓ follow-up surveys

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)
(date) 2.1 2.2 2.3 2.4

Signed _____

Indicator Three: Retention

Learners remain in the program long enough to meet their immediate educational & employment goals and re-enter and exit as their goals change.

3.1 Number of students who remain in the program and attain immediate goals.

Measured by:
- ✓ enrollment vs. drop-out rates
- ✓ exit interviews
- ✓ perception of learning environment
- ✓ average class size (student/teacher ratio)
- ✓ average cost: * per enrollee
  * per credit hour
  * per clock hour
- ✓ units of credit awarded each student
- ✓ process in place for contacting frequently absent students

Resources to consider: _____ _____
_____ _____

3.2 Number of students leaving the program for reasons unrelated to attainment of immediate adult education needs.

Measured by:
- ✓ enrollment vs. drop-out rates
- ✓ exit interview
- ✓ instructor perception
- ✓ number of suspensions (in and out of school)
- ✓ number of expulsions

Resources to consider: _____ _____
_____ _____

Assessed: _____ (date) Areas in need of improvement (circle all that apply) 3.1 3.2

Signed _____

Indicator Four: Recruitment

Program successfully recruits the population in the community as identified by needs assessment.

4.1 Number of target population enrolled compared to local demographics.

Measured by:
- ✓ enrollment compared to demographic data
- ✓ census mapping to identify where the highest percentage of population reside
- ✓ labor market studies

Resources to consider: _____ _____ _____ _____

4.2 Types of recruitment activities performed for the program.

Measured by:
- ✓ defined orientation program of services in adult and community education
- ✓ referral rate by other agencies
- ✓ publicity campaigns (flyers, newspapers, etc.)
- ✓ outreach efforts (local agencies)
- ✓ community forums (church groups, etc.)

Resources to consider: _____ _____ _____ _____

4.4 Collaborative relationships with public schools, libraries, governmental agencies, and volunteers for the identification of adults in need of adult education services.

Measured by:
- ✓ existence of cooperative agreements with such agencies, etc.
- ✓ inclusion of representatives from each group on advisory boards
- ✓ formalized networking procedure

Resources to consider: _____ _____ _____ _____

Assessed: _____ (date) Areas in need of improvement (circle all that apply) 4.1 4.2 4.3 4.4

Signed _____

Indicator Five: Program Orientation

Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life.

5.1 References to adult education purposes, services, and target population(s) in program literature, policies and procedures.

Measured by:
- ✓ established Mission Statement
- ✓ documentation in Policy and Procedure Manual
- ✓ documentation on applicable marketing material
- ✓ documentation of strategic plan
- ✓ documentation of publicity plan

Resources to consider: _____ _____
_____ _____

5.2 Existence of documents, policies, and procedures which guide the operation of the adult education program.

Measured by:
- ✓ philosophy statement developed for working with clientele
- ✓ confirming presence and availability of items
- ✓ existence of guide for Adult Literacy Volunteers
- ✓ directory of qualified Literacy Volunteers
- ✓ directory of Family Literacy Centers and Full Service Schools

Resources to consider: _____ _____
_____ _____

5.3 Scope of services provided to the adult population by the program site and/or other sites in the community.

Measured by:
- ✓ questionnaires/surveys to participants
- ✓ inquiries to staff and other community leaders involved
- ✓ secure a conducive learning environment (# of incidents of violence, weapons, vandalism, etc.)
- ✓ posted information bulletins on services available

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)

(date) 5.1 5.2 5.3

Signed _____

Indicator Six: Program Planning and Evaluation

Program has a planning process that is on-going and participatory, guided by evaluation and based on a written plan that considers community demographics, needed resources, economic trends, technological trends, and local labor market conditions.

6.1 Types and scope of program plans.

Measured by:
- ✓ an established site-accreditation team or self study team
- ✓ published schedule of public hearings
- ✓ identification of strategic plan
- ✓ program is consistent with State and Federal plans
- ✓ availability of funding sources at local levels
- ✓ matrix of program offered

Resources to consider: _____ _____
_____ _____

6.2 Business and Community input in program planning.

Measured by:
- ✓ business roundtable focused on adult education
- ✓ key decision-makers involved in planning
- ✓ identification of community leaders, agencies
- ✓ involvement in community forums
- ✓ program/participant survey
- ✓ telephone hotline

Resources to consider: _____ _____
_____ _____

6.3 Program evaluation activities

Measured by:
- ✓ various assessment methods
- ✓ on-going evaluations by staff, students and a dministrators
- ✓ clearly defined objectives with time lines
- ✓ relationship of early exit with program needs

Resources to consider: _____ _____
_____ _____

6.4 Procedures for student tracking and follow-up.

Measured by
- ✓ determination of student tracking process
- ✓ procedures packet for tracking

Resources to consider: _____ _____ _____ _____

6.5 Student involvement in program planning and evaluation.

Measured by
- ✓ student interview
- ✓ student representation on planning and policy board
- ✓ student evaluation teams

Resources to consider: _____ _____ _____ _____

6.6 Number and types of staff members (e.g. full-time, part-time, degree levels, volunteers, etc.)

Measured by
- ✓ organization chart review
- ✓ matrix of positions by degrees, full-time, part-time/volunteer status, degree in specialization, gender, ethnicity, etc.
- ✓ staff-student ratio
- ✓ staff-administrative ratio

Resources to consider: _____ _____ _____ _____

Assessed: _____ (date) Areas in need of improvement (circle all that apply)
6.1 6.2 6.3 6.4 6.5 6.6

Signed _____

Indicator Seven: Curriculum and Instruction

Program has curriculum and instruction geared to individual student needs, goals, and learning styles.

7.1 Use of student needs assessment information in guiding the instructional process.

Measured by:
- ✓ identification of needs representative in the instruction
- ✓ student interviews and questionnaires concerning the instruction
- ✓ topics relevant to adult learners
- ✓ demonstrated relationship of teaching styles in response to learning styles

Resources to consider: _____ _____ _____ _____

7.2 Existence of student goal-setting process linked to decisions on instructional materials, approaches, and strategies.

Measured by:
- ✓ staff and student interviews
- ✓ goal-setting strategies
- ✓ individualized instructional plans

Resources to consider: _____ _____ _____ _____

7.3 Instructional strategies used and relationship to prevalent learning styles.

Measured by:
- ✓ learning style assessment
- ✓ identification of learning strategies (lecture, self-directed, discussion, etc.)
- ✓ organized sequence of courses
- ✓ sequential, individual, and competency-based
- ✓ utilizes a variety of techniques (individualized, peer teaching, small groups, etc.)
- ✓ learning plans/contracts

Resources to consider: _____ _____ _____ _____

7.4 **Instructional resources, including technology, media, and libraries used to supplement instruction.**

Measured by
- ✓ specific method documented to select and evaluate that utilizes both instructor and student input
- ✓ development of resource guide with cross-referencing
- ✓ materials should be appropriate for student abilities
- ✓ materials are adult oriented

Resources to consider: _____ _____

_____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)
(date) 7.1 7.2 7.3 7.4 7.5

Signed _____

Indicator Eight: Support Services

Program identifies students' needs for support services and makes services available to students directly or through referral to other educational and or service agencies.

8.1 Procedures used to identify and provide student support service needs.

Measured by:
- ✓ service guide of types and availability of support services (e.g. counseling, transportation, child care, etc.)
- ✓ through student satisfaction surveys, and/or cooperative MAPS agreements, etc., demonstrate adequacy of services
- ✓ discrepancy survey between students needs and support needed

Resources to consider: _____ _____ _____ _____

8.2 Collaborative partnerships or linkages between the program and service providers for education, social, health, and employment referrals.

Measured by:
- ✓ adequacy of formal/informal agreements
- ✓ membership on various boards and advisory councils

Resources to consider: _____ _____ _____ _____

Assessed: _____ (date) Areas in need of improvement (circle all that apply) 8.1 8.2

Signed _____

Indicator Nine: Staff Development

Program has an on-going staff development process that considers the specific needs of its faculty and staff, offers training in the skills necessary to provide quality instruction and includes opportunities for proactive and systematic follow-up.

9.1 Process for identifying staff development needs.

Measured by
- ✓ staff interviews
- ✓ review process
- ✓ needs assessments and references to various positions
- ✓ staff and teacher turnover
- ✓ number of years teaching experience
- ✓ number of teachers teaching out of field

Resources to consider _____ _____
_____ _____

9.2 Pre-service orientation and in-service staff development opportunities

Measured by
- ✓ competency checklists
- ✓ percent of staff time devoted to in-service training
- ✓ documentation of all in-service & other applicable staff development programs
- ✓ regularly scheduled staff meetings
- ✓ orientation activities for new staff
- ✓ complaint or suggestions procedures intact

Resources to consider _____ _____
_____ _____

9.3 Number of staff involved in staff development activities.

Measured by
- ✓ publication
- ✓ records of attendance in activities
- ✓ memberships in adult education professional associations
- ✓ presentations to local, state, and national professional association conferences

Resources to consider _____ _____
_____ 151 _____

9.4 Staff performance procedures.

Measured by:
- ✓ district evaluation
- ✓ identification of specific job descriptions
- ✓ staff portfolios
- ✓ peer evaluations in reference to benchmark items
- ✓ self-evaluation checklists developed

Resources to consider: _____ _____
_____ _____

9.5 Effectiveness of staff development activities as viewed by participants.

Measured by:
- ✓ workshop evaluations
- ✓ anecdotal journals

Resources to consider: _____ _____
_____ _____

9.6 Staff perspectives on staff development activities.

Measured by:
- ✓ attitude survey regarding staff development
- ✓ attendance at in-service or staff development activities
- ✓ requests for attending professional workshops
- ✓ employee suggestions box
- ✓ follow-up evaluations on in-service/staff development
- ✓ technology available for staff use and/or training available in technology

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)
(date) 9.1 9.2 9.3 9.4 9.5 9.6

Signed _____

State of Florida

Indicators of Program Quality

GED
Workbook

Developed by Florida IDEAL @ Florida Atlantic University, with funds secured by an Adult Education Section 353 Grant, in cooperation with the Florida Division of Workforce Development

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Indicators of Program Quality
GED Population
Workbook

Indicator One:	**Educational Gains**
Indicator Two:	**Educational Outcomes**
Indicator Three:	**Retention**
Indicator Four:	**Recruitment**
Indicator Five:	**Program Orientation**
Indicator Six:	**Program Planning and Evaluation**
Indicator Seven:	**Curriculum and Instruction**
Indicator Eight:	**Support Services**
Indicator Nine:	**Staff Development**

Indicators of Program Quality
GED Population

Indicator One: Educational Gains

Learners demonstrate progress attainment of basic skills and competencies that support their educational needs.

1.1 Number of students demonstrating gains on standardized tests.

Measured by:
- ✓ official transcripts
- ✓ CASAS, TABE and Pre GED testing
- ✓ HSCT or older SSAT scores
- ✓ Other state approved assessment instruments (relevant to other populations)

Resources to consider: _____ _____
_____ _____

1.2 Number of students progressing in the program as reported by teachers.

Measured by:
- ✓ GED Transcripts
- ✓ course completion certificates
- ✓ completion of curricula framework for a particular course
- ✓ a matrix of all activities
- ✓ course milestones
- ✓ attendance and grade book entries
- ✓ progress reports

Resources to consider: _____ _____
_____ _____

1.3 Attainment of personal, academic, or career goals by participants.

Measured by
- ✓ needs assessment
- ✓ length of participation
- ✓ exit interviews
- ✓ characteristics of the population served, including demographic data, employment status, handicapped status, immigrants and numbers of high school drop-outs

Resources to consider _____ _____

_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 1.1 1.2 1.3

Signed _____

Indicator Two: Educational Outcomes

Learners advance in the instructional program or complete program education requirements that allow them to continue their education or training.

2.1 Number of students leaving this program and transitioned to other education and training programs which require higher level of skills or competency.

Measured by:
- ✓ evidence of completion of program
- ✓ graduation
- ✓ test scores
- ✓ employment entry
- ✓ avocational changes
- ✓ family role changes
- ✓ number enrolled in higher level of education

Resources to consider: _____ _____
_____ _____

2.3 Number of students attaining a GED or high school diploma.

Measured by:
- ✓ evidence of completion of the program
- ✓ enrollment vs. retention rates at beginning of the program
- ✓ number of students enrolled in each of four (4) literacy levels

Resources to consider: _____ _____
_____ _____

2.4 Pre/Post status while in and after exiting from the program.

Measured by:
- ✓ as determined by FETPIP data
- ✓ alumni follow-up surveys
- ✓ achievement of personal goals

Resources to consider: _____
_____

Assessed: _____ (date) Areas in need of improvement (circle all that apply) 2.1 2.2 2.3 2.4

Signed _____

Indicator Three: Retention

Learners remain in the program long enough to meet their immediate educational & employment goals and re-enter and exit as their goals change.

3.1 Number of students who remain in the program and attain immediate goals.

Measured by:
- ✓ enrollment vs. drop-out rates
- ✓ exit interviews
- ✓ perception of learning environment (determined by student survey)
- ✓ average class size (student/teacher ratio)
- ✓ average cost: * per enrollee
  * per credit hour
  * per clock hour
- ✓ process in place for contacting frequently absent students

Resources to consider: _____ _____
_____ _____

3.2 Number of students who re-enter the program within a specified period of time.

Measured by:
- ✓ established tracking system
- ✓ re-entry interview

Resources to consider: _____ _____
_____ _____

3.3 Number of students leaving the program for reasons unrelated to attainment of immediate adult education needs.

Measured by:
- ✓ enrollment vs. drop-out rates
- ✓ exit interview
- ✓ instructor perception

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)
(date) 3.1 3.2 3.3

Signed _____

Indicator Four: Recruitment

Program successfully recruits the population in the community as identified by needs assessment.

4.1 Number of target population enrolled compared to local demographics.

Measured by:
- ✓ enrollment compared to demographic data
- ✓ census mapping to identify where the highest percentage of population reside
- ✓ local high school drop-out rates

Resources to consider: _____ _____ _____ _____

4.2 Types of recruitment activities performed for the program.

Measured by:
- ✓ defined orientation program of services in adult and community education
- ✓ referral rate by other agencies
- ✓ publicity campaigns (flyers, newspapers, etc.)
- ✓ outreach efforts (local agencies)
- ✓ community forums (church groups, etc.)

Resources to consider: _____ _____ _____ _____

4.3 Number of students enrolled with specific characteristics compared with the population with these characteristics in need of instruction.

Measured by:
- ✓ enrollment vs. Demographic data
- ✓ local needs assessment (by linking with community databases, HRD, mental health agencies, LEA's, LVA's Laubach, etc.)

Resources to consider: _____ _____ _____ _____

4.4 Collaborative relationships with public schools, libraries, governmental agencies, and volunteers for the identification of adults in need of adult education services.

Measured by
- ✓ existence of cooperative agreements with such agencies, etc
- ✓ inclusion of representatives from each group on advisory boards
- ✓ formalized networking procedure

Resources to consider _____ _____

_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 4.1 4.2 4.3 4.4

Signed _____

Indicator Five: Program Orientation

Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life.

5.1 References to adult education purposes, services, and target population(s) in program literature, policies and procedures.

Measured by:
- ✓ established Mission Statement
- ✓ documentation in Policy and Procedure Manual
- ✓ documentation on applicable marketing material
- ✓ documentation of strategic plan
- ✓ documentation of publicity plan

Resources to consider: _____ _____ _____ _____

5.2 Existence of documents, policies, and procedures which guide the operation of the adult education program.

Measured by:
- ✓ philosophy statement developed for working with clientele
- ✓ confirming presence and availability of items
- ✓ existence of guide for Adult Literacy Volunteers
- ✓ directory of qualified Literacy Volunteers
- ✓ directory of Family Literacy Centers and Full Service Schools
- ✓ existence of guide for GED programs (under development)

Resources to consider: _____ _____ _____ _____

5.3 Scope of services provided to the adult population by the program site and/or other sites in the community.

Measured by:
- ✓ questionnaires/surveys to participants
- ✓ inquiries to staff and other community leaders involved
- ✓ conducive learning environment (# of incidents of violence, weapons, vandalism, etc.)
- ✓ posted information bulletins on services available
- ✓ number of referrals made to other agencies

Resources to consider: _____ _____ _____ _____

Assessed _____ (date) Areas in need of improvement (circle all that apply) 5.1 5.2 5.3

Signed _____

Indicator Six: Program Planning and Evaluation

Program has a planning process that is on-going and participatory, guided by evaluation and based on a written plan that considers community demographics, needed resources, economic trends, technological trends, and local labor market conditions.

6.1 Types and scope of program plans.

Measured by:
- ✓ an established site-accreditation team or self study team
- ✓ published schedule of public hearings
- ✓ identification of strategic plan
- ✓ program is consistent with State and Federal plans
- ✓ availability of funding sources at local levels
- ✓ matrix of program offered

Resources to consider: _____ _____ _____ _____

6.2 Business and Community input in program planning.

Measured by:
- ✓ business roundtable focused on adult education
- ✓ key decision-makers involved in planning
- ✓ identification of community leaders, agencies
- ✓ involvement in community forums
- ✓ program/participant survey
- ✓ telephone hotline

Resources to consider: _____ _____ _____ _____

6.3 Program evaluation activities

Measured by:
- ✓ various assessment methods
- ✓ on-going evaluations by staff, students and administrators
- ✓ clearly defined objectives with time lines
- ✓ relationship of early exit with program needs

Resources to consider: _____ _____ _____ _____

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6.4 Procedures for student tracking and follow-up.

Measured by
- ✓ determination of student tracking process
- ✓ procedures packet for tracking

Resources to consider: _____ _____ _____ _____

6.5 Student involvement in program planning and evaluation.

Measured by
- ✓ student interview
- ✓ student representation on planning and policy board
- ✓ student evaluation teams
- ✓ teacher evaluation by students

Resources to consider: _____ _____ _____ _____

6.6 Number and types of staff members (e.g. full-time, part-time, degree levels, volunteers, etc.)

Measured by
- ✓ organization chart review
- ✓ matrix of positions by degrees, full-time, part-time/volunteer status, degree in specialization, gender, ethnicity, etc
- ✓ staff-student ratio
- ✓ staff-administrative ratio

Resources to consider: _____ _____ _____ _____

Assessed _____ (date) Areas in need of improvement (circle all that apply) 6.1 6.2 6.3 6.4 6.5 6.6

Signed _____

Indicator Seven: Curriculum and Instruction

Program has curriculum and instruction geared to individual student needs, goals, and learning styles.

7.1 Use of student needs assessment information in guiding the instructional process.

Measured by
- ✓ identification of needs representative in the instruction
- ✓ student interviews and questionnaires concerning the instruction
- ✓ topics relevant to adult learners
- ✓ demonstrated relationship of teaching styles in response to learning styles

Resources to consider: _____ _____ _____ _____

7.2 Existence of student goal-setting process linked to decisions on instructional materials, approaches, and strategies.

Measured by
- ✓ staff and student interviews
- ✓ goal-setting strategies
- ✓ individualized instructional plans

Resources to consider: _____ _____ _____ _____

7.3 Instructional strategies used and relationship to learning styles.

Measured by
- ✓ learning style assessment
- ✓ identification of learning strategies (lecture, self-directed, discussion, etc.)
- ✓ organized sequence of courses
- ✓ sequential, individual, and competency-based
- ✓ utilizes a variety of techniques (individualized, peer teaching, small groups, etc.)
- ✓ learning plans/contracts

Resources to consider: _____ _____ _____ _____

7.4 Instructional resources, including technology, media, and libraries used to supplement instruction.

Measured by
- ✓ specific method documented to select and evaluate that utilizes both instructor and student input
- ✓ development of resource guide with cross-referencing
- ✓ materials appropriate for student abilities
- ✓ adult oriented materials

Resources to consider: _____ _____ _____ _____

Assessed: _____ (date) Areas in need of improvement (circle all that apply) 7.1 7.2 7.3 7.4

Signed _____

Indicator Eight: Support Services

Program identifies students' needs for support services and makes services available to students directly or through referral to other educational and or service agencies.

8.1 Procedures used to identify and provide student support service needs.

Measured by:
- ✓ service guide of types and availability of support services (e.g. counseling, transportation, child care, etc.)
- ✓ student satisfaction surveys, and/or cooperative MAPS agreements, etc., demonstrate adequacy of services
- ✓ discrepancy survey between students needs and support needed

Resources to consider: _____ _____ _____ _____

8.2 Collaborative partnerships or linkages between the program and service providers for education, social, health, and employment referrals.

Measured by:
- ✓ adequacy of formal/informal agreements
- ✓ membership on various boards and advisory councils

Resources to consider: _____ _____ _____ _____

Assessed: _____ (date) Areas in need of improvement (circle all that apply) 8.1 8.2

Signed _____

Indicator Nine: Staff Development

Program has an on-going staff development process that considers the specific needs of its faculty and staff, offers training in the skills necessary to provide quality instruction and includes opportunities for proactive and systematic follow-up.

9.1 Process for identifying staff development needs.

Measured by:
- ✓ staff interviews
- ✓ review process
- ✓ needs assessments and references to various positions
- ✓ staff and teacher turnover
- ✓ number of years teaching experience
- ✓ number of teachers teaching out of field

Resources to consider: _____ _____ _____ _____

9.2 Pre-service orientation and in-service staff development opportunities

Measured by:
- ✓ competency checklists
- ✓ percent of staff time devoted to in-service training
- ✓ documentation of all in-service & other applicable staff development programs
- ✓ regularly scheduled staff meetings
- ✓ orientation activities for new staff
- ✓ complaint or suggestions procedures intact

Resources to consider: _____ _____ _____ _____

9.3 Number of staff involved in staff development activities.

Measured by:
- ✓ records of attendance in activities
- ✓ memberships in adult education professional associations
- ✓ presentations to local, state, and national professional association conferences

Resources to consider: _____ _____ _____ _____

9.4 Staff performance procedures.

Measured by
- ✓ district evaluation
- ✓ identification of specific job descriptions
- ✓ staff portfolios
- ✓ peer evaluations in reference to benchmark items
- ✓ self-evaluation checklists developed

Resources to consider: _____ _____ _____ _____

9.5 Staff perspectives on staff development activities.

Measured by
- ✓ attitude survey regarding staff development
- ✓ attendance at in-service or staff development activities
- ✓ requests for attending professional workshops
- ✓ employee suggestions box
- ✓ follow-up evaluations on in-service/staff development
- ✓ technology available for staff use and/or training available in technology
- ✓ mentoring of new teachers (job shadowing of experienced teachers)

Resources to consider: _____ _____ _____ _____

9.6 Staff perspectives on staff development activities.

Measured by:
- ✓ attitude survey regarding staff development
- ✓ attendance at in-service or staff development activities
- ✓ requests for attending professional workshops
- ✓ employee suggestions box
- ✓ follow-up evaluations on in-service/staff development
- ✓ technology available for staff use and/or training available in technology

Resources to consider: _____ _____ _____ _____

Assessed _____ (date) Areas in need of improvement (circle all that apply)
9.1 9.2 9.3 9.4 9.5 9.6

Signed _____

State of Florida

Indicators of Program Quality

Vocational Prep Population Workbook

Developed by Florida IDEAL @ Florida Atlantic University, with funds secured by an Adult Education Section 353 Grant, in cooperation with the Florida Division of Workforce Development

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Indicators of Program Quality
Vocational Prep Population

Indicator One:	**Educational Gains**
Indicator Two:	**Educational Outcomes**
Indicator Three:	**Retention**
Indicator Four:	**Recruitment**
Indicator Five:	**Program Orientation**
Indicator Six:	**Program Planning and Evaluation**
Indicator Seven:	**Curriculum and Instruction**
Indicator Eight:	**Support Services**
Indicator Nine:	**Staff Development**

Indicators of Program Quality
Vocational Prep Population

Indicator One: Educational Gains

Learners demonstrate progress attainment of basic skills and competencies that support their educational needs.

1.1 Number of students demonstrating gains on standardized tests.

Measured by:
- ✓ State approved Standardized Tests

Resources to consider: _____ _____ _____ _____

1.2 Number of students progressing in the program as reported by teachers.

Measured by:
- ✓ GED Transcripts
- ✓ course completion certificates
- ✓ completion of curricula framework for a particular course
- ✓ a matrix of all activities
- ✓ attendance and grade book entries
- ✓ progress reports (computerized or teacher generated)

Resources to consider: _____ _____ _____ _____

1.3 Attainment of personal, academic, or career goals by participants.

Measured by:
- ✓ empowerment issues
- ✓ needs assessment
- ✓ length of participation
- ✓ exit interviews
- ✓ characteristics of the population served, including demographic data, employment status, disability status, immigrants and numbers of high school drop-outs
- ✓ summative evaluation
- ✓ vocational/occupational interest inventory

Resources to consider: _____ _____ _____ _____

1.4 Number and percent of student progressing in the program as determined by student portfolios.

Measured by ✓ student portfolios

Resources to consider _____ _____

_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 1.1 1.2 1.3 1.4

Signature _____

Indicator Two: Educational Outcomes

Learners advance in the instructional program or complete program education requirements that allow them to continue their education or training.

2.1 Number of students leaving this program and transitioned to other education and training programs which require higher level of skills or competency.

Measured by:
- ✓ evidence of completion of program
- ✓ attainment of skills necessary for vocational program completion
- ✓ test scores
- ✓ employment entry
- ✓ avocational changes
- ✓ family role changes
- ✓ number enrolled in higher level of education

Resources to consider: _____ _____ _____ _____

2.3 Number of students attaining a GED or high school diploma.

Measured by:
- ✓ evidence of completion of the program
- ✓ enrollment vs. retention rates at beginning of the program
- ✓ number of students enrolled in each of four (4) literacy levels
- ✓ HSCT score

Resources to consider: _____ _____ _____ _____

2.4 Pre/Post status while in and after exiting from the program.

Measured by:
- ✓ as determined by FETPIP data
- ✓ alumni follow-up surveys
- ✓ achievement of personal goals

Resources to consider: _____ _____ _____ _____

Assessed: _____ (date) Areas in need of improvement (circle all that apply) 2.1 2.2 2.3 2.4

Signature: _____

Indicator Three: Retention

Learners remain in the program long enough to meet their immediate educational & employment goals and re-enter and exit as their goals change.

3.1 Number of students who remain in the program and attain immediate goals.

Measured by:
- ✓ enrollment vs. drop-out rates
- ✓ exit interviews
- ✓ perception of learning environment (determined by student survey)
- ✓ average cost: * per enrollee
  * per credit hour
  * per clock hour
- ✓ process in place for contacting frequently absent students
- ✓ progress checklists

Resources to consider: _____ _____
_____ _____

3.2 Number of students who re-enter the program within a specified period of time.

Measured by:
- ✓ established tracking system
- ✓ re-entry interview

Resources to consider: _____ _____
_____ _____

3.3 Number of students leaving the program for reasons unrelated to attainment of immediate adult education needs.

Measured by:
- ✓ enrollment vs. drop-out rates
- ✓ exit interview
- ✓ instructor perception

Resources to consider: _____ _____
_____ _____

Assessed _____ (date) Areas in need of improvement (circle all that apply) 3.1 3.2 3.3

Signature _____

Indicator Four: Recruitment

Program successfully recruits the population in the community as identified by needs assessment.

4.1 Number of target population enrolled compared to local demographics.

Measured by:
- ✓ enrollment compared to demographic data
- ✓ census mapping to identify where the highest percentage of population reside
- ✓ local high school drop-out rates

Resources to consider: _____ _____ _____ _____

4.2 Types of recruitment activities performed for the program.

Measured by:
- ✓ defined orientation program of services
- ✓ referral rate by other agencies
- ✓ publicity campaigns (flyers, newspapers, etc.)
- ✓ outreach efforts (local agencies)
- ✓ community forums (church groups, etc.)
- ✓ referral by vocational instructors
- ✓ referral by other students

Resources to consider: _____ _____ _____ _____

4.3 Number of students enrolled with specific characteristics compared with the population with these characteristics in need of instruction.

Measured by:
- ✓ enrollment vs. Demographic data
- ✓ local needs assessment (by linking with community databases, mental health agencies, LEA's, LVA's Laubach, etc.)
- ✓ alternative assessment instruments

Resources to consider: _____ _____ _____ _____

4.4 Collaborative relationships with public schools, libraries, governmental agencies, and volunteers for the identification of adults in need of adult education services.

Measured by
- ✓ existence of cooperative agreements with such agencies, etc
- ✓ inclusion of representatives from each group on advisory boards
- ✓ formalized networking procedure
- ✓ student/teacher referrals

Resources to consider: _____ _____

_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 4.1 4.2 4.3 4.4

Signature _____

Indicator Five: Program Orientation

Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life.

5.1 References to adult education purposes, services, and target population(s) in program literature, policies and procedures.

Measured by:
- ✓ established Mission Statement
- ✓ documentation in Policy and Procedure Manual
- ✓ documentation on applicable marketing material
- ✓ documentation of strategic plan
- ✓ documentation of publicity plan
- ✓ program planning guide

Resources to consider: _____ _____
_____ _____

5.2 Existence of documents, policies, and procedures which guide the operation of the adult education program.

Measured by:
- ✓ philosophy statement developed for working with clientele
- ✓ confirming presence and availability of items
- ✓ program planning guide

Resources to consider: _____ _____
_____ _____

5.3 Scope of services provided to the adult population by the program site and/or other sites in the community.

Measured by:
- ✓ questionnaires/surveys to participants
- ✓ inquiries to staff and other community leaders involved
- ✓ conducive learning environment (# of incidents of violence, weapons, vandalism, etc.)
- ✓ posted information bulletins on services available
- ✓ number of referrals made to other agencies

Resources to consider: _____ _____
_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 5.1 5.2 5.3

Signature _____

Indicator Six: Program Planning and Evaluation

Program has a planning process that is on-going and participatory, guided by evaluation and based on a written plan that considers community demographics, needed resources, economic trends, technological trends, and local labor market conditions.

6.1 Types and scope of program plans.

Measured by
- ✓ an established advisory committee
- ✓ identification of strategic plan
- ✓ program is consistent with State and Federal plans
- ✓ availability of funding sources at local levels
- ✓ matrix of program offered
- ✓ program review

Resources to consider _____ _____ _____ _____

6.2 Business and Community input in program planning.

Measured by
- ✓ business roundtable focused on voc/tech education
- ✓ key decision-makers involved in planning
- ✓ identification of community leaders, agencies
- ✓ involvement in community forums
- ✓ program/participant survey

Resources to consider _____ _____ _____ _____

6.3 Program evaluation activities

Measured by
- ✓ various assessment methods
- ✓ on-going evaluations by staff, students and administrators
- ✓ clearly defined objectives with time lines
- ✓ relationship of early exit with program needs

Resources to consider _____ _____ _____ _____

6.4 Procedures for student tracking and follow-up.

Measured by
- ✓ determination of student tracking process
- ✓ FETPIP
- ✓ Placement and follow-up

Resources to consider: _____ _____ _____ _____

6.5 Student involvement in program planning and evaluation.

Measured by
- ✓ student interview
- ✓ student representation on advisory board
- ✓ student evaluation teams
- ✓ teacher evaluation by students

Resources to consider: _____ _____ _____ _____

Assessed _____ (date) Areas in need of improvement (circle all that apply) 6.1 6.2 6.3 6.4 6.5

Signature _____

Indicator Seven: Curriculum and Instruction

Program has curriculum and instruction geared to individual student needs, goals, and learning styles.

7.1 Use of student needs assessment information in guiding the instructional process.

Measured by
- ✓ identification of needs representative in the instruction
- ✓ student interviews and questionnaires concerning the instruction
- ✓ topics relevant to adult learners
- ✓ demonstrated relationship of teaching styles in response to learning styles
- ✓ vocational/academic integration
- ✓ SAIL

Resources to consider: _____ _____ _____ _____

7.2 Existence of student goal-setting process linked to decisions on instructional materials, approaches, and strategies.

Measured by:
- ✓ staff and student interviews
- ✓ goal-setting strategies
- ✓ individualized instructional plans

Resources to consider: _____ _____ _____ _____

7.3 Instructional strategies used and relationship to learning styles.

Measured by:
- ✓ learning style assessment
- ✓ identification of learning strategies (lecture, self-directed, discussion, etc.)
- ✓ organized sequence of learning materials
- ✓ sequential, individual, and competency-based
- ✓ utilizes a variety of techniques (individualized, peer teaching, small groups, etc.)
- ✓ learning plans

Resources to consider: _____ _____ _____ _____

7.4 Instructional resources, including technology, media, and libraries used to supplement instruction.

Measured by
- ✓ specific method documented to select and evaluate that utilizes both instructor and student input
- ✓ development of resource guide with cross-referencing
- ✓ materials appropriate for student abilities
- ✓ adult oriented materials

Resources to consider: _____ _____

_____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)
(date) 7.1 7.2 7.3 7.4

Signature: _____

Indicator Eight: Support Services

Program identifies students' needs for support services and makes services available to students directly or through referral to other educational and or service agencies.

8.1 Procedures used to identify and provide student support service needs.

Measured by:
- ✓ service guide of types and availability of support services (e.g. counseling, transportation, child care, etc.)
- ✓ student satisfaction surveys
- ✓ discrepancy survey between students needs and support needed
- ✓ HS transcript

Resources to consider: _____ _____
_____ _____

8.2 Collaborative partnerships or linkages between the program and service providers for education, social, health, and employment referrals.

Measured by:
- ✓ adequacy of formal/informal agreements
- ✓ membership on various boards and advisory councils

Resources to consider: _____ _____
_____ _____

Assessed _____ (date) Areas in need of improvement (circle all that apply) 8.1 8.2

Signature: _____

Indicator Nine: Staff Development

Program has an on-going staff development process that considers the specific needs of its faculty and staff, offers training in the skills necessary to provide quality instruction and includes opportunities for proactive and systematic follow-up.

9.1 Process for identifying staff development needs.

Measured by:
- ✓ staff interviews
- ✓ review process
- ✓ needs assessments and references to various positions
- ✓ staff and teacher turnover
- ✓ number of years teaching experience

Resources to consider: _____ _____ _____ _____

9.2 Pre-service orientation and in-service staff development opportunities

Measured by:
- ✓ competency checklists
- ✓ percent of staff time devoted to in-service training
- ✓ documentation of all in-service & other applicable staff development programs
- ✓ regularly scheduled staff meetings
- ✓ orientation activities for new staff
- ✓ complaint or suggestions procedures intact

Resources to consider: _____ _____ _____ _____

9.3 Number of staff involved in staff development activities.

Measured by:
- ✓ records of attendance in activities
- ✓ memberships in professional education associations
- ✓ presentations to local, state, and national professional association conferences

Resources to consider: _____ _____ _____ _____

9.4 Staff performance procedures.

Measured by:
- ✓ district evaluation
- ✓ identification of specific job descriptions
- ✓ staff portfolios
- ✓ peer evaluations in reference to benchmark items

Resources to consider: _____ _____
_____ _____

9.5 Staff perspectives on staff development activities.

Measured by:
- ✓ attitude survey regarding staff development
- ✓ attendance at in-service or staff development activities
- ✓ requests for attending professional workshops
- ✓ employee suggestions
- ✓ follow-up evaluations on in-service/staff development
- ✓ technology available for staff use and/or training available in technology
- ✓ mentoring of new teachers (job shadowing of experienced teachers)

Resources to consider: _____ _____
_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 9.1 9.2 9.3 9.4 9.5

Signature: _____

State of Florida

Indicators of Program Quality

Volunteers in Literacy Workbook

Developed by Florida IDEAL @ Florida Atlantic University, with funds secured by an Adult Education Section 353 Grant, in cooperation with the Florida Division of Workforce Development

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Indicators of Program Quality
Volunteers in Literacy
Workbook

Indicator One:	**Educational Gains**
Indicator Two:	**Educational Outcomes**
Indicator Three:	**Retention**
Indicator Four:	**Recruitment**
Indicator Five:	**Program Orientation**
Indicator Six:	**Program Planning and Evaluation**
Indicator Seven:	**Curriculum and Instruction**
Indicator Eight:	**Support Services**
Indicator Nine:	**Staff Development**
Indicator Ten:	**Technology Integration**

Indicators of Program Quality Workbook

Indicator One: Educational Gains

Learners demonstrate progress attainment of basic skills and competencies that support their educational needs.

1.1 Number of students demonstrating progress on DOE approved assessments (i.e., Laubach, LVA measurements)

Measured by: DOE approved assessments
Laubach and LVA measurements

Resources to consider: _____ _____
_____ _____

1.2 Number of students progressing in the program as reported by teachers and tutors.

Measured by: ✓ achievement targets

Resources to consider: _____ _____
_____ _____

1.3 Number of students progressing in the program as documented by student portfolio assessment.

Measured by ✓ student portfolios

Resources to consider: _____ _____
_____ _____

1.4 Number of students progressing in the program as determined by student self-reports and achievement of personal and academic goals.

Measured by: ✓ self-report checklist to include assessments on barriers to participation and perception of ones progress

Resources to consider: _____ _____
_____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)
(date) 1.1 1.2 1.3 1.4

Signed: _____

Indicator Two: Educational Outcomes

Learners advance in the instructional program or complete program education requirements that allow them to continue their education or training.

2.1 Number of students advancing to a higher level of skills or competency in the program.

Measured by:
- ✓ proper placement at enrollment
- ✓ retention in program
- ✓ progress reports
- ✓ test scores

Resources to consider: _____ _____ _____ _____

2.2 Number of students referred to other education and training programs having achieved their goals.

Measured by: ✓ Student's entrance into other training programs

Resources to consider: _____ _____ _____ _____

2.3 Number of students attaining a GED or high school diploma.

Measured by:
- ✓ evidence of completion of the program
- ✓ enrollment vs. retention rates at beginning of the program
- ✓ number of students enrolled in each of four (4) literacy levels

Resources to consider: _____ _____ _____ _____

2.4 Number of students leaving this program having achieved their personal goals.

Measured by:
- ✓ exit interviews
- ✓ follow-up surveys

Resources to consider: _____ _____ _____ _____

2.5 Pre/Post status while in an after exiting from the program

Measured by
- ✓ exit interviews
- ✓ follow-up surveys

Resources to consider _____ _____

_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 2.1 2.2 2.3 2.4 2.5

Signed _____

Indicator Three: Retention

Learners remain in the program long enough to meet their immediate educational & employment goals and re-enter and exit as their goals change.

3.1 Number of students who remain in the program and attain immediate goals.

Measured by:
- ✓ enrollment vs. drop-out rates
- ✓ exit interviews
- ✓ perception of learning environment
- ✓ average class size (student/teacher ratio)
- ✓ average cost: * per enrollee
  * per credit hour
  * per clock hour
- ✓ units of credit awarded each student
- ✓ process in place for contacting frequently absent students

Resources to consider: _____ _____
_____ _____

3.2 Number of students who re-enter the program within a specified period of time.

Measured by:
- ✓ student re-entrance into adult education programs
- ✓ student tracking in adult education programs

Resources to consider: _____ _____
_____ _____

3.3 Number of students leaving the program for reasons unrelated to attainment of immediate adult education needs.

Measured by:
- ✓ enrollment vs. drop-out rates
- ✓ exit interview
- ✓ instructor perception

Resources to consider: _____ _____
_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 3.1 3.2 3.3

Signed _____

Indicator Four: Recruitment

Program successfully recruits the population in the community as identified by needs assessment.

4.1 Types of marketing activities performed for the students (i.e., PSA's, Posters, Radio & TV, Church flyers).

Measured by:
- ✓ defined orientation program of services in adult and community education
- ✓ referral rate by other agencies
- ✓ publicity campaigns (flyers, newspapers, etc.)
- ✓ outreach efforts (local agencies)
- ✓ community forums (church groups, etc.)

Resources to consider: _____ _____ _____ _____

4.4 Collaborative relationships with public schools, libraries, governmental agencies, adult literacy providers and volunteers for the identification of adults in need of adult education services.

Measured by:
- ✓ existence of cooperative agreements with such agencies, etc.
- ✓ inclusion of representatives from each group on advisory boards
- ✓ formalized networking procedure

Resources to consider: _____ _____ _____ _____

Assessed: _____ (date) Areas in need of improvement (circle all that apply) 4.1 4.2 4.3 4.4

Signed: _____

Indicator Five: Program Orientation

Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life.

5.1 References to adult literacy purposes, services, and target population(s) in program literature, policies and procedures.

Measured by:
- ✓ established Mission Statement
- ✓ documentation in Policy and Procedure Manual
- ✓ documentation on applicable marketing material
- ✓ documentation of strategic plan
- ✓ documentation of publicity plan

Resources to consider: _____ _____
_____ _____

5.2 Existence of documents, policies, and procedures which guide the operation of the adult literacy program.

Measured by:
- ✓ philosophy statement developed for working with clientele
- ✓ confirming presence and availability of items
- ✓ existence of guide for Adult Literacy Volunteers
- ✓ directory of qualified Literacy Volunteers
- ✓ directory of Family Literacy Centers and Full Service Schools

Resources to consider: _____ _____
_____ _____

5.3 Scope of services provided to the adult population by the program site and/or other sites in the community.

Measured by:
- ✓ questionnaires/surveys to participants
- ✓ inquiries to staff and other community leaders involved
- ✓ secure a conducive learning environment (# of incidents of violence, weapons, vandalism, etc.)
- ✓ posted information bulletins on services available

Resources to consider: _____ _____
_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 5.1 5.2 5.3

Signed: _____

Indicator Six: Program Planning and Evaluation

Program has a planning process that is on-going and participatory, guided by evaluation and based on a written plan that considers community demographics, needed resources, economic trends, technological trends, and local labor market conditions.

6.1 Types and scope of program plans.

Measured by:
- ✓ identification of strategic plan
- ✓ program is consistent with State and Federal plans
- ✓ availability of funding sources at local levels
- ✓ matrix of program offered

Resources to consider: _____ _____
_____ _____

6.2 Business and Community input in program planning.

Measured by:
- ✓ key decision-makers involved in planning
- ✓ identification of community leaders, agencies
- ✓ involvement in community forums
- ✓ program/participant survey
- ✓ telephone hotline

Resources to consider: _____ _____
_____ _____

6.3 Program evaluation activities

Measured by:
- ✓ various assessment methods
- ✓ on-going evaluations by staff, students and administrators
- ✓ clearly defined objectives with time lines
- ✓ relationship of early exit with program needs

Resources to consider: _____ _____
_____ _____

6.4 Procedures for student tracking and follow-up.

Measured by
- ✓ determination of student tracking process
- ✓ procedures packet for tracking

Resources to consider: _____ _____ _____ _____

6.5 Student involvement in program planning and evaluation.

Measured by
- ✓ student interview
- ✓ student representation on planning and policy board
- ✓ student evaluation teams

Resources to consider: _____ _____ _____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)
(date) 6.1 6.2 6.3 6.4 6.5

Signed: _____

Indicator Seven: Curriculum and Instruction

Program has curriculum and instruction geared to individual student needs, goals, and learning styles.

7.1 Use of student interview information in guiding the instructional process.

Measured by:
- ✓ student interviews and questionnaires concerning the instruction
- ✓ topics relevant to adult learners

Resources to consider: _____ _____ _____ _____

7.2 Existence of student goal-setting process linked to decisions on instructional materials, approaches, and strategies.

Measured by:
- ✓ staff and student interviews
- ✓ goal-setting strategies
- ✓ individualized instructional plans

Resources to consider: _____ _____ _____ _____

7.3 Instructional strategies used and relationship to prevalent learning styles.

Measured by:
- ✓ learning environment
- ✓ learning styles

Resources to consider: _____ _____ _____ _____

7.4 Instructional resources, including technology, media, and libraries used to supplement instruction.

Measured by:
- ✓ materials should be appropriate for student abilities
- ✓ materials are adult oriented

Resources to consider: _____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)
(date) 7.1 7.2 7.3 7.4

Signed: _____

Indicator Eight: Support Services

Program identifies students' needs for support services and makes services available to students directly or through referral to other educational and or service agencies.

8.1 Procedures used to identify and provide student support service needs.

Measured by:
- ✓ Support Services
- ✓ Agency linkages in Adult Literacy

_____ _____

_____ _____

8.2 Collaborative partnerships or linkages between the program and service providers for education, social, health, and employment referrals.

Measured by:
- ✓ adequacy of formal/informal agreements
- ✓ membership on various boards and advisory councils

Resources to consider: _____ _____

_____ _____

Assessed: _____ Areas in need of improvement (circle all that apply)
(date) 8.1 8.2

Signed: _____

Indicator Nine: Staff Development

Program has an on-going volunteer and staff development process that considers the specific needs of its faculty,staff and volunteers,offers training in the skills necessary to provide quality instruction and includes opportunities for proactive and systematic follow-up.

9.1 Process for identifying staff development needs.

Measured by: ✓ needs assessment

Resources to consider: _____ _____
_____ _____

9.2 Pre-service orientation and in-service staff development opportunities

Measured by: ✓ Experiential-based staff development
✓ Transactional methods for staff development

Resources to consider: _____ _____
_____ _____

9.3 Number of staff and volunteers involved in staff development activities.

Measured by: ✓ records of attendance in activities
✓ memberships in adult education professional associations
✓ degree of staff and volunteers involved in staff development

Resources to consider: _____ _____
_____ _____

9.4 Staff performance procedures.

Measured by: ✓ performance evaluations

Resources to consider: _____ _____
_____ _____

9.5 Staff and volunteer orientation activities for new staff members and volunteers.

Measured by: ✓ orientation program

Resources to consider: _____ _____

9.6 Staff and volunteer feedback on staff development activities.

Measured by:
- ✓ attitude survey regarding staff development
- ✓ attendance at in-service or staff development activities
- ✓ requests for attending professional workshops
- ✓ employee suggestions box
- ✓ follow-up evaluations on in-service/staff development

Resources to consider: _____ _____

9.7 Number and types of staff and volunteers (i.e., fulltime, part-time, degreed, volunteers, etc.)

Measured by:
- ✓ List of staff and volunteers
- ✓ employment applications

Resources to consider: _____ _____

_____ _____

Assessed _____ Areas in need of improvement (circle all that apply)
(date) 9.1 9.2 9.3 9.4 9.5 9.6 9.7

Signed _____